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ABSTRACT

Designed to aid the evaluation of the past academic year by summarizing and consolidating both college- and district-wide information, this annual report provides technical information on the Los Angeles Community College District for 1986-87 and 1987-88. The 1986-87 report begins with an overview of the district, followed by tables, figures, and accompanying narratives focusing on: (1) changing community demographics and attendance patterns; (2) enrollment trends, including the changes in the numbers and characteristics of the District's students since 1971; (3) program enrollments; (4) student retention rates, transfers to public four-year institutions in California, and degrees and certificates awarded; (5) services to special student groups (e.g., veterans, handicapped, and foreign students); (6) income sources for the District and expenditures by program and location; and (7) personnel distributions by ethnicity, sex, occupational category, and location. The 1987-88 section provides updated enrollment data for each college by sex, ethnicity, age, unit load, class level, time of attendance, and educational goal; information on summer session and telecourse enrollments; data on retention rates; and grade distributions by college. (AAC)

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LOS ANGELES COMMUNITY COLLEGE DISTRICT

1986-87

COLLEGE
ANNUAL REPORTS

VOLUME 2
TECHNICAL INFORMATION

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1986-87

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COLLEGE ANNUAL REPORTS 1986-87

VOLUME 2

TECHNICAL INFORMATION

July 1988

Office of Research, Planning and Analysis
Nancy L. Conrath, Director

Educational Research and Development Division
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GLOSSARY

Continuing students are students who were enrolled in the same college during the immediately preceding semester.

Day students are students who are taking one or more classes convening prior to 4:30 pm. Students who are taking both day and evening classes are classified as day-evening students.

Duplicated enrollment is the number of students enrolled in classes. For example, an individual enrolled in three classes would be counted three times.

Ethnic status refers to racial affiliation as reported by students on a voluntary basis at the time of registration.

Evening students are students who are enrolled exclusively in classes convening at 4:30 pm or later.

First-time students at a college are students who have never been enrolled at the college; the term does not include transfers.

Freshmen are students who at the time of registration have completed fewer than 30 units of college credit.

Full-time students are enrolled for 12 or more semester units.

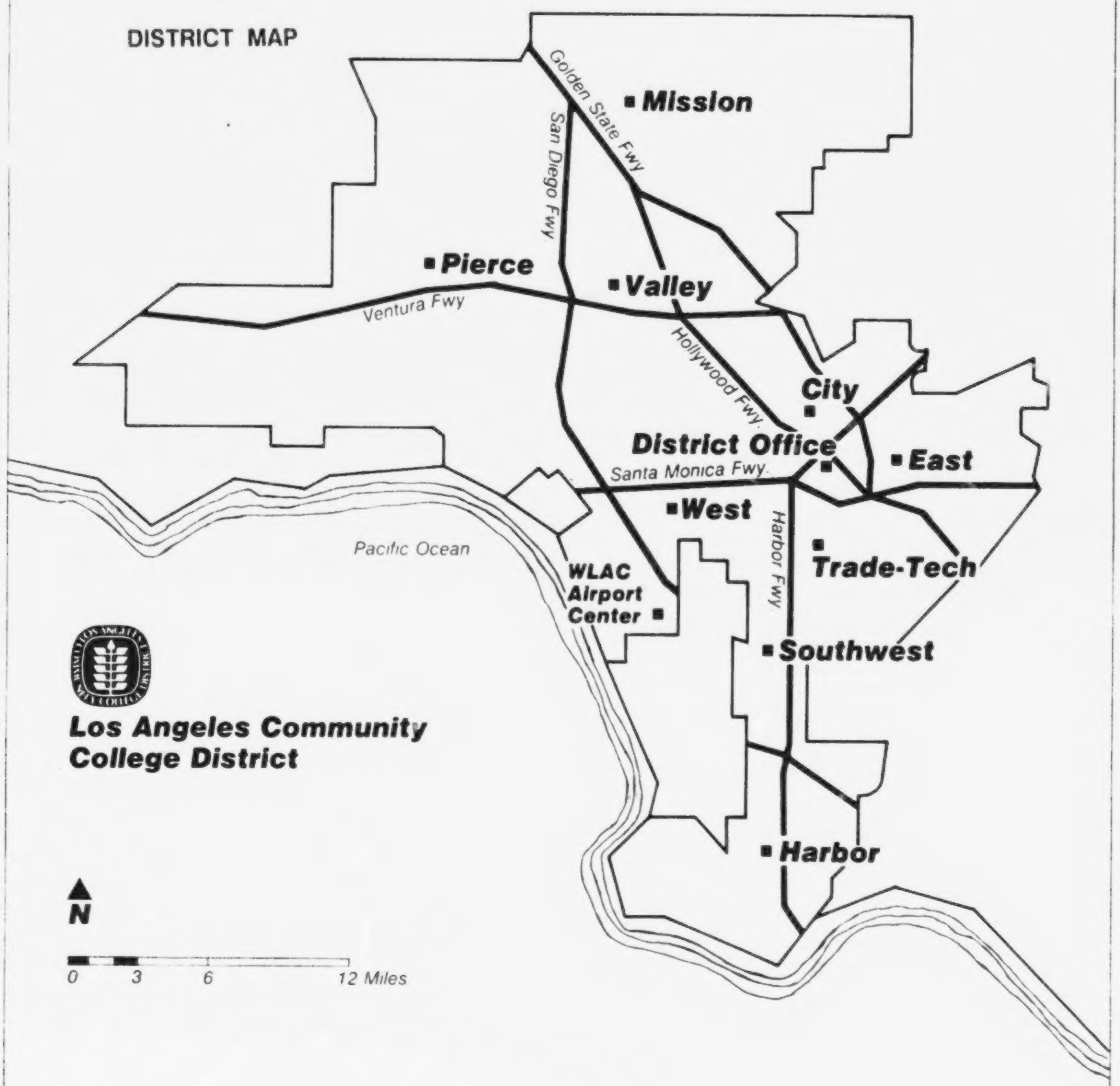
Sophomores are students who at the time of registration have completed 30 to 60 semester units of college credit; this term excludes those with more than 60 semester units but have not been awarded an AA or BA degree.

Unduplicated enrollment is the number, or "head count", of individual students enrolled. Each person is counted once, no matter how many classes are taken.

Weekly student contact hours (WSCH) are derived by multiplying the number of students enrolled in a class by the number of hours per week the class meets. A class with 30 students which meets 1 hour three days a week would generate 90 WSCH (3 x 30).

FIGURE 1

DISTRICT MAP


Mission
Golden State Fwy
San Diego Fwy
Pierce
Valley
Ventura Fwy
Hollywood Fwy.
City
District Office
East
Santa Monica Fwy.
West
Pacific Ocean
Harbor Fwy
Trade-Tech
WLAC
Airport
Center
Southwest
Harbor
Los Angeles Community
College District
N
0
3
6
12 Miles

PREFACE

This second volume of *College Annual Reports, 1986-87* provides technical information which is essentially an update of information in last year's annual report. It is presented as a separate volume for ease in use as a reference. A discussion of each table and figure is included to facilitate interpretation. The purpose of this volume is to aid in evaluating the past academic year by summarizing and consolidating both college and districtwide information.

Tables present data which are routinely collected each semester and comparable among the colleges. In many instances, trend tables are accompanied by charts which graph the magnitude and direction of changes shown on the tables. A more comprehensive view of each individual college is provided by the college narratives in the first volume of *College Annual Reports, 1986-87*.

The sequence of tables in this technical volume generally follows the major divisions of the narrative reports, proceeding from characteristics of the community, student and enrollment to descriptions of instructional programs and support services, and concluding with analyses of institutional fiscal and personnel resources. Tables and figures are presented within the following topics:

Community Characteristics and Attendance Patterns	Tables 1 and 2
Student and Enrollment Characteristics	Tables 3 - 13 Figures 2 - 10
Instructional Programs	Tables 14 - 21 Figures 11 - 15
Student Performance and Articulation	Tables 22 - 25 Figure 16
Special Services	Table 26
Fiscal and Personnel Resources	Tables 27 - 33

The District Overview introduces discussion of individual tables and figures and follows the sequence of topics listed above. Each table and figure is preceded by a fuller description and discussion of the information contained within it.

This year's technical volume continues the effort to present data not only in comparison to that of the previous year but also to describe changes in the context of longer time periods. Space does not always permit the display of all the data on a year-by-year basis. Where selections have had to be made, the procedure has been to begin with the earliest year available, followed by standard five-year intervals and then the last three to five years.

Reconfiguration of most of the tables, made possible by improved microcomputer capabilities, has enabled us to present more of this historical information at college as well as District levels. The use of desktop publishing for the first time in *College Annual Reports* allows text to be displayed in a more interesting and readable format than in previous years.

It is hoped that this volume will meet many of the needs for statistical information about the colleges of the Los Angeles Community College District. Additional reports on special topics will be published under separate cover which will provide more detailed research and data on an annual basis. The Office of Research, Planning and Analysis stands ready to respond to requests for specific information, or to assist staff in the retrieval, collection, interpretation or analysis of data.

ACKNOWLEDGMENTS

Technical information in this second volume of *College Annual Reports, 1986-87* has been presented in 16 figures and 33 tables, each with an accompanying description. Tables and figures were assembled from a variety of data sources, much of it regularly produced computer printouts as well as unpublished sources such as year-end reports on community services, financial aid, and specially funded programs. The cooperation of an untold number of college and District staff who supplied these data was essential and is very much appreciated.

The Office of Research, Planning and Analysis, Educational Research and Development Division, was responsible for preparing this volume. Director Nancy Conrath coordinated the project, with Research Analyst Kit Fong Lai initiating the preparation of descriptive texts, tables and charts, assisted by staff members George Prather, Dexter Kelly and Dora C. Gonzales.

Graphic artist Jim Reese designed the cover, and Anthony Calderon oversaw the reproduction of the document.

Overall direction in preparing the final report was provided by Cedric A. Sampson, Vice Chancellor of the Educational Research and Development Division.

DISTRICT OVERVIEW

Community Characteristics and Attendance Patterns

The Los Angeles Community College District is large, metropolitan and diverse. It is also rapidly changing as new immigrants from Asian and Latin American countries continue to flow into the region. The District covers 882 square miles and now contains 4.5 million people. It includes all of the City of Los Angeles and a number of other incorporated cities and unincorporated areas in the core of the Los Angeles basin.

For analytic purposes, the District has been divided into nine areas, each with one of the nine colleges located centrally within it. The character of these areas ranges from urban to suburban, industrial to commercial to residential, affluent to impoverished. City, East, Southwest, and Trade-Tech colleges serve a central city area; Mission, Pierce and Valley enroll students from the largely suburban environment of the San Fernando Valley. The remaining schools have some mixture of the two, with Harbor serving the Los Angeles Harbor area and the suburban Palos Verdes peninsula, and West providing services to the varied airport, coastal and inland communities of western Los Angeles.

Tables 1.1 through 2.2 show the extent of diversity within the populations in these services areas, the directions in which change is taking place, and the differing levels of participation in the local college and in the District as a whole for these populations.

Enrollment Characteristics

Tables 3.1 through 13 report the changes in the numbers and characteristics of the District's students since 1971. They reveal a recent District history reflecting some of the most significant social and demographic changes in the Los Angeles region and in the country as a whole. The tables also show how each of the nine individual colleges have been affected by these changes.

The District enrolled 102,533 students in Fall 1986. Although this figure was above the previous fall's enrollment, it reflected a long-term enrollment decline which began in 1982, a decline which paralleled California community college total enrollment, but to a greater degree. This decline was shared by each of the District's colleges to varying extents.

Changes in student characteristics continued along trends noted in previous *Annual Reports*, trends which have also been generally true of the state and nation at large. Women have remained a slight majority of the District's students. Nonwhite ethnic groups were a majority, with particularly recent increases in the proportions of Asian and Hispanic students. The District's students continued to become older and most enrolled part-time, although with some slight upward movement in the number of full-time students in 1986. College-level changes in student characteristics have varied, but each college has been affected. Since 1972, City College has changed from a school in which first whites and then blacks predominated, to one with an approximate balance among Asian, black, Hispanic and white students. Hispanics now have a slight edge in numbers, having just overtaken Asians in the last year. The age of City's students has consistently increased throughout these ethnic shifts. East has seen an Hispanic majority grow and then ease off as the number of Asian students has increased in recent years; the age of its students has also increased consistently but more moderately. Harbor, like City, has moved to a greater ethnic balance, with whites declining to slightly less than a majority and with each of the "minority" groups showing relatively equal growth in numbers of students. At the same time, Harbor has undergone a sharp shift in the age of its students exceeded only by that at West. Since its opening in 1975, Mission has seen very moderate ethnic change, maintaining a dominant mix of white and Hispanic students, with some fluctuation. Although it began with a somewhat older student population, the typical age of Mission students has also increased over the years. Pierce and Valley have undergone very similar patterns of change. The proportion of white students has declined very substantially, but whites remain very dominant in numbers. At both schools, the increase in Asian students has been most rapid, although at Valley, Hispanics have grown to greater actual numbers. The age of students at both schools has increased very substantially, even though Pierce continues to have the youngest students of any of the District's colleges. The age of Valley's students have become more typical of the District as a whole.

Among colleges, Southwest and Trade-Tech have seen the least change in the composition of their student bodies. The shift toward older students has been present but more moderate at both schools. Southwest has remained almost monolithically black, although there have been recent signs of participation from the increasing proportion of Hispanics in the service area. At Trade-Tech, blacks grew to a slight majority and then declined to hold at present only a slight edge over a growing Hispanic enrollment. Asian enrollment at Trade-Tech has reflected the total District in both pace and proportion, while whites have fallen from the second largest to the smallest group. West, on the other hand, has seen quite substantial change. Blacks have increased from a third to half of student enrollment; the number of white students has followed an inverse pattern, while Asians and Hispanics have increased very moderately. In the age of its students, West has experienced more rapid change than any other school in the District. In 1972 it had one of the highest proportions of students under 20. By 1986 its proportion of students under 20 was below the districtwide figure. Its proportion of students 35 and over was second lowest in 1972. The same proportion was second highest in 1986.

This edition of *Annual Reports* includes trend data on student loads at the college and district levels. Districtwide, the average student load continues to pursue a gentle downward course as more part-time, older, female and working students are enrolled. Weekly student contact hours (WSCH) carried by each student varies by college depending on both student characteristics and program features. Mission, West and Valley have lower WSCH per enrollment while the opposite is true of City and Trade-Tech.

Instructional Programs

Tables 14 through 21 record data on program enrollments categorized in various ways. As with enrollment characteristics, Fall 1986 generally saw a continuation of trends noted in previous *Annual Reports*. However, since the time period covered by these tables is unfortunately short compared to those on enrollment, the additional year of information provides more opportunity to relate change in program enrollment to the changes in community and student characteristics discussed above.

Most notable are the contrasting patterns of change by subject area. Total weekly student contact hours (WSCH) have decreased since 1981 in a manner paralleling the overall enrollment decline. This trend was true across both occupational and transfer oriented programs. Only a few subject areas escaped the general decline. The largest of these were English, mathematics and business, with English and mathematics experiencing significantly less decline than business. Recent data show that "basic skills for coping in the workplace and the academy" dominate student interest. Subject areas with considerable WSCH gains in recent years include humanities, history, economics and sociology, gains attributable to PACE specifically, and generally, to the interests and demands of a more mature student population.

Student Performance and Articulation

Tables 22 through 25 report student retention, grade distribution, transfers to California public four-year institutions, and degrees and certificates awarded. Again, 1986 essentially saw a continuation of previous trends, with a very slight decrease in first census to end-of-semester retention between Fall 1985 and Fall 1986. The total number of transfers and the total number of awards continued to decline even as total enrollment experienced an upturn in Fall 1986. The overall balance of grades remains approximately equal to that in Fall 1981.

Special Services

Table 26, the only table including information on services to special student groups (veterans, disabled students, EOP&S, other financial aid and foreign students), shows that until Fall 1985, declines in those served continued to outrun the drop in total enrollment, except in the numbers of foreign students. In Fall 1986, numbers served in all categories of special services increased, but at a slower rate than total enrollment.

Fiscal and Personnel Resources

Tables 27 through 33.2 update income sources for the District, expenditures by programs and locations, and personnel distributions by ethnicity, sex, occupational category and location. Personnel distribution data are now shown for a longer time period than in previous editions. Income and expenditures followed enrollment changes and rose with the Fall 1986 enrollment increase, while personnel levels in the District continued to decline.

TABLES AND FIGURES

COMMUNITY CHARACTERISTICS AND ATTENDANCE PATTERNS

Table 1.1: Change in Population by College Service Area, 1980 - 1986
Table 1.2: Income, Education and Language by College Service Area

Description

Table 1.1 displays summary data on total population, age and ethnicity distributions for communities served by the nine colleges of the Los Angeles Community District for 1980 (from Census data), 1985 and 1986 (estimates). Within each of the District's nine college service areas is a centrally located college serving its local area residents as well as residents from neighboring and other college service areas. The Office of Research, Planning and Analysis continues its efforts to refine and improve on the population projections and estimates of selected demographic variables. Six years is a very short time over which to measure the kinds of changes described here. Unfortunately, the ethnicity questions of the 1980 Census are not sufficiently comparable for accurate plotting of these changes from that point. The 1985 and 1986 estimates are derived from 1980 Census data and 1987 population estimates from the Los Angeles County Department of Regional Planning. Slight differences in 1980 data between this and last year's report result from differences in zip codes used in aggregation to college service areas.

Table 1.2 presents income, education and language Census data for 1980 only.

Discussion

In 1985, the total estimated population in the District was almost 4.5 million, up from 4.3 million in 1980. Within individual college service areas, population estimates for 1986 ranged from a low of just over 331,000 in the Mission area to a high of almost 880,000 in the East Los Angeles area. Between 1980 and 1986, population increased in all the service areas, with the fastest growth occurring at Trade-Tech and East service areas.

Population growth, especially in the college age-relevant population in the District, should provide a larger catchment area for the colleges, resulting in correspondingly higher enrollments in those colleges in rapid growth service areas. However, the 1986 estimates by age group shows that growth has occurred primarily among those least likely to enroll in college, i.e., the older age groups. Age-specific estimation techniques have been used to project population changes for those 18 to 54, defined as the "college-relevant population" because most enrollment is from this age range. Within this range, however, those under 25 are much more likely to attend college and to attend on a full-time basis than those 25 or older (See Table 2.2). The 18 to 19 year-old group declined 20% and the 20 to 24 year-olds fell 18% between 1980 and 1986, while those 25 to 34 increased by 6% and those 35 to 54 grew by 15%. The much lower rates of attendance from these older age categories, coupled with declines in the younger age groups, translated into a substantial overall reduction in the relevant population base for District enrollment. In the Harbor, East and Southwest areas, numbers of those under 25 also fell, but much more slowly than in the other areas. All areas show increases in the older population groups.

The data on ethnicity of the college-relevant population within District totals gives a good idea of current and future trends in the base population's ethnic composition and hence implications for college attendance and curricular requirements. With the District's 1986 college-relevant population estimated to be 43% white, 33% Hispanic, 15% black, and 8% Asian, it is expected that whites are (and will continue to be) a declining percentage of the population, Hispanic shares are (and will continue to be) increasing, while and blacks and Asians are (and will likely remain) relatively stable proportions of the population. Ethnic distribution is highly interrelated with age. In the simplest terms, an older white population is being replaced by a younger Hispanic population.

Table 1.2 displays 1980 data on language, education and income in each service area to provide more information on the diverse make-up of the District. More recent updates on these selected characteristics (not available in this publication) would further substantiate the view that the District is rapidly becoming more diverse. Median household income ranged from a high of almost $30,000 in the Pierce area to a low of less than $12,000 in the Trade-Tech area. Educational level data shows 33% of the District's population in 1980 had fewer than 12 years of education, while over 16% had attended four or more years of college. Educational level and median income characteristics in the service areas correlate to a large extent. Almost 16% of the adult population in the West area had some graduate education (more than 16 years of school), while just over 2% of residents in neighboring Southwest had done some graduate work. Again, 51% of adults in the East area had less than a high school education, while only 16% could be similarly classified in the Pierce area.

Statistics on language indicate a substantial but more moderate range of variation than education. For the District as a whole, 13% of those 18 and over in 1980 reported that English was not spoken in their homes, with 26% in the East area reporting that this was the case but only 3% so stating in the Pierce area. However, this is a relatively strict measure of language ability. The number of people living in homes where some other language is spoken in combination with English was 36% for the District as a whole, with a high of 65% in the East area and a low of 17% in the Pierce area. Refinement of the data by more limited age ranges might also show higher magnitudes and greater variation across the District.

An attempt to distinguish the college service areas from one another results in the following typologies: Pierce has an older, more often white, higher-income and better-educated population than most areas; Valley is an older white area; East, Trade-Tech and Southwest are lower-income, younger, less well-educated and minority (Trade-Tech is black and Hispanic, East is strongly Hispanic, while Southwest is predominantly black); West is a high-income and well-educated area with a white majority and a black concentration; and City is low-income and ethnically heterogeneous, with proportionately more Asians and 25 to 34 year-olds.

TABLE 1.1
CHANGE IN POPULATION BY COLLEGE SERVICE AREA, 1980 - 1986

College Service Area		Total Population	College-Relevant Population				Ethnicity of College-Relevant Population			
			18 - 19	20 - 24	25 - 34	35 - 54	Asian	Black	Hispanic	White
City	1980	562,671	15,864	56,120	121,892	130,505	13.1%	5.2%	32.6%	46.8%
	1985	603,467	12,228	43,804	131,501	147,367	13.4	5.1	34.2	45.0
	1986	618,235	12,262	42,464	130,068	152,764	13.5	5.1	34.4	44.6
East	1980	782,531	29,159	80,151	130,265	153,567	8.1	1.0	68.5	21.6
	1985	858,129	25,504	70,164	141,932	174,535	8.1	1.0	69.6	20.5
	1986	878,968	25,393	68,061	139,272	179,387	8.1	1.0	69.8	20.3
Harbor	1980	338,633	12,702	28,992	51,772	84,998	9.8	11.9	24.7	52.6
	1985	358,923	11,482	27,441	55,393	95,155	9.9	12.4	25.1	51.6
	1986	369,109	11,243	26,713	54,664	98,239	9.9	12.5	25.3	51.3
Mission	1980	311,903	12,218	30,080	52,715	74,055	4.1	6.0	30.5	58.6
	1985	324,006	10,137	26,451	54,766	79,451	4.1	6.3	32.2	56.5
	1986	331,258	10,023	25,739	54,225	82,451	4.1	6.4	32.4	56.3
Pierce	1980	377,983	14,865	38,655	64,639	101,092	4.1	1.5	9.7	83.7
	1985	383,773	11,630	33,072	67,563	109,841	4.2	1.6	10.0	83.4
	1986	394,494	11,436	32,136	67,244	114,755	4.2	1.6	10.0	83.3
Southwest	1980	363,895	14,946	35,314	55,679	74,597	6.1	64.6	20.0	8.7
	1985	379,787	13,054	31,790	58,137	81,053	6.0	65.0	20.5	8.0
	1986	386,236	12,817	30,905	57,124	83,429	6.0	65.0	20.5	8.0
Trade-Tech	1980	445,894	18,959	53,449	83,386	89,078	8.5	39.0	45.2	9.3
	1985	509,778	14,718	46,502	95,870	107,155	8.4	34.8	47.2	8.5
	1986	516,822	14,639	44,816	94,508	110,788	8.4	34.6	47.5	8.1
Valley	1980	445,291	13,200	44,669	86,535	106,011	4.0	2.0	18.5	74.3
	1985	460,369	10,044	34,603	90,134	114,699	4.2	2.1	19.5	73.1
	1986	469,471	9,931	33,517	89,184	118,937	4.2	2.1	19.7	72.8
West	1980	565,194	19,985	58,353	113,366	139,747	6.5	20.6	13.0	58.5
	1985	573,067	14,349	45,770	117,065	149,996	6.5	21.0	13.9	57.3
	1986	580,804	14,140	44,237	115,845	155,416	6.5	21.0	14.1	57.1
District	1980	4,193,995	151,898	425,783	760,249	953,650	7.5	14.5	31.8	45.0
	1985	4,451,299	123,146	359,597	812,361	1,059,252	7.6	14.6	33.2	43.4
	1986	4,545,397	121,884	348,588	802,134	1,096,166	7.6	14.6	33.4	43.3

Source: 1980 data, Southern California Association of Governments, Census Data Center, Census Data as of 4/1/80.

TABLE 1.2
INCOME, EDUCATION AND LANGUAGE BY COLLEGE SERVICE AREA

College Service Area	Median Household Income (1979)	Years of Education, Pecentage Distribution (Population 18 Plus)					English Not Spoken at Home (Population 18 Plus)
		Less than 12	12	13 - 15	16	More than 16	
City	$17,765	31.1%	26.2%	21.9%	10.6%	10.2%	17.1%
East	16,530	51.0	26.6	14.5	4.1	3.8	25.6
Harbor	26,916	29.1	31.3	22.1	8.4	9.1	8.1
Mission	23,825	32.4	35.7	20.8	6.1	5.1	9.9
Pierce	29,955	16.5	32.3	27.9	11.7	11.7	3.4
Southwest	13,952	43.5	32.3	18.4	3.1	2.3	9.9
Trade-Tech	11,614	49.9	24.7	17.0	4.3	4.1	25.3
Valley College	23,573	23.3	33.0	25.2	9.8	8.8	6.5
West	27,442	17.4	26.8	26.4	13.2	15.9	4.3
District	$21,163	33.0	29.1	21.5	8.2	8.3	13.2

Source: Southern California Association of Governments, Census Data Center, Census Data as of 4/1/80.

COMMUNITY CHARACTERISTICS AND ATTENDANCE PATTERNS

Table 2.1:	Service Area Enrollment and Percentage Distribution by College, Fall 1986
Table 2.2:	Age-Specific Participation Rates by College Service Area, Fall 1980 - Fall 1986

Description

Table 2.1 provides information about enrollment in District colleges from the population in each of the service areas. The "Fall 1986 Enrollment" column shows each service area's enrollment at all District colleges. These totals are then distributed across the nine colleges and expressed as a percent of each service area's District-enrolled population. These percentages indicate how successfully colleges in the District attract students from their own and surrounding service areas.

Table 2.2 shows the participation rates of each service area's population in the District's colleges in fall semesters of 1980, 1985 and 1986. Rates are calculated by dividing enrollment in a given period by the relevant population in the same period. The age-specific participation rate measures the percentage of enrollment within age categories and thus discounts the effect of the changing age distribution on participation.

This year's estimates of Fall 1985 and Fall 1986 participation rates are based on 1980 Census data and 1987 population estimates from the Los Angeles County Department of Regional Planning. The current Fall 1980 rates are slightly higher than last year's because of differences in zip code aggregation.

Discussion

In 1986, 91% of District-enrolled students resided in the District; this represented a small percentage increase over 1985.

East, Harbor, Valley and Pierce continued to attract more than three-fourths of each of their own service area's District-enrolled students. City and West each enrolled a majority of District students living in their own service areas, while Mission, Trade-Tech and Southwest face extensive competition for students within their own service areas. In the Trade-Tech area, City enrolled a higher percentage of students than did Trade-Tech. Trade-Tech, on the other hand, drew fairly heavily from the adjacent and nearby areas of City, East, Southwest and West. Location in relation to other District institutions, specific programs not generally available, the comprehensiveness of programs and adequacy of facilities contribute to explaining these differences in service area dominance.

Compared to 1985, City, Harbor, Mission, Southwest and West enrolled larger proportions of their own service area's students. Although the overall share of out-of-district residents attending District colleges declined in 1986, five colleges enrolled larger percentages of these students; they were City, East, Southwest, Valley and West (Table 2.1).

Residents in the service areas select their community college based on a variety of factors, the three most important ones being differences in age distributions and in socio-economic levels, and the degree of competition from non-District institutions providing two- and four-year postsecondary education.

Table 2.2 shows a long-term decline in the districtwide participation rate of the 18-54 age group, from 5.4 in 1980 to 4.0 in 1986. However, between 1985 and 1986, the participation rate rose slightly. This dip in 1985 rates was consistent across all college service areas as well as across the four age groups in the college relevant population. In 1986, individual service area rates ranged from 2.4 at West to 6.6 at Pierce. Generally, low-income service areas such as Trade-Tech, Southwest and East had lower participation rates than more affluent areas, with West being the exception; general competition from neighboring institutions and heavy outflow to them resulting from the initiation of free-flow in 1984 accounted for the observed lower participations rates in all the years observed.

By age group, participation rates were highest for the youngest group and lowest for the oldest; for example, 1986 rates were 14.9 for those under 20, 7.8 for those aged 20-24, 3.3 for those 25-34, and 2.0 for those 35-54. Declining participation rates among the younger age groups reflects current socio-economic changes within the District's communities, and, as the ripple effect of the baby boom increases the potential for higher enrollment in the District's colleges, this effect will be dampened if the participation rates of these future college entrants continue to decline.

TABLE 2.1
SERVICE AREA ENROLLMENT AND PERCENTAGE DISTRIBUTION BY COLLEGE, FALL 1986

College Service Area	Fall 1986 Enrollment	Percentage Enrollment by College									
		City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	Total
City	11,551	68.0	4.2	0.1	0.7	1.3	0.5	14.6	7.8	2.8	100%
East	13,225	6.3	75.0	0.8	0.5	0.2	1.1	15.2	0.3	0.6	100%
Harbor	7,435	0.6	0.3	94.2	0.1	0.1	0.8	2.6	0.1	1.2	100%
Mission	8,825	0.9	0.3	0.0	34.0	23.1	0.1	1.4	40.0	0.3	100%
Pierce	15,073	0.4	0.2	0.0	4.4	84.5	0.0	0.8	9.4	0.4	100%
Southwest	5,814	9.1	4.7	6.9	0.9	0.4	46.4	22.1	0.8	8.5	100%
Trade-Tech	9,005	41.6	3.3	0.6	0.5	0.6	5.9	34.6	1.4	11.6	100%
Valley	14,688	1.9	0.4	0.0	3.6	15.3	0.0	1.6	76.5	0.5	100%
West	8,101	8.9	1.5	0.7	0.8	2.2	3.1	15.0	3.3	64.6	100%
All District Resident Students	93,717	15.1	12.0	8.2	4.8	18.6	4.0	10.7	18.7	7.9	100%
Out of District Students	8,816	8.6	12.9	11.1	5.2	13.7	5.9	20.5	8.5	13.5	100%
Total Students	102,533	14.5	12.1	8.4	4.8	18.2	4.2	11.5	17.9	8.4	100%

Source: Student Data Tape 551, Data Processing Branch, Business Services Division, 1986.

TABLE 2.2
AGE SPECIFIC PARTICIPATION RATES BY COLLEGE SERVICE AREA, FALL 1980 - FALL 1986

College Service Area		Age Specific Participation Rates				Total Rate
		18-19	20-24	25-34	35-54	18-54
City	1980	14.2	7.7	4.2	2.5	4.6
	1985	11.2	7.3	2.8	1.7	3.2
	1986	11.6	7.8	3.1	1.8	3.4
East	1980	14.7	6.9	3.3	1.6	4.2
	1985	10.6	6.3	2.3	1.1	3.0
	1986	12.2	6.6	2.5	1.1	3.2
Harbor	1980	22.8	9.1	4.1	3.2	5.8
	1985	12.9	6.9	2.9	1.8	3.5
	1986	14.7	7.5	3.4	1.9	3.9
Mission	1980	20.9	8.9	4.5	3.2	5.9
	1985	15.4	8.3	3.6	2.3	4.4
	1986	17.5	9.5	4.3	2.7	5.1
Pierce	1980	36.0	14.0	5.6	4.2	8.5
	1985	28.2	13.9	4.8	2.5	6.2
	1986	30.5	14.9	5.3	2.7	6.6
Southwest	1980	20.1	8.9	4.7	2.6	5.9
	1985	8.3	4.5	2.3	1.3	2.7
	1986	9.8	5.1	2.7	1.6	3.1
Trade-Tech	1980	13.2	7.0	4.6	2.7	5.1
	1985	9.3	5.3	2.7	1.6	3.1
	1986	11.2	6.0	2.9	1.6	3.4
Valley	1980	26.9	10.2	5.4	4.1	6.8
	1985	22.6	10.7	4.2	2.9	5.2
	1986	26.4	12.1	4.9	3.7	6.1
West	1980	12.2	5.3	3.3	2.5	3.8
	1985	6.5	3.2	1.7	1.2	1.9
	1986	8.2	4.3	2.2	1.6	2.4
District	1980	19.0	8.2	4.3	2.9	5.4
	1985	13.0	7.1	2.9	1.7	3.5
	1986	14.9	7.8	3.3	2.0	4.0

Source: 1980 data, Southern California Association of Governments, Census Data Center, Census Data as of 4/1/80. 1985 and 1986 estimates are based on 1987 estimates from the Los Angeles County Department of Regional Planning. Age and ethnicity estimates for 1987 are from models developed by the Office of Educational Research, Planning and Analysis.

STUDENT AND ENROLLMENT CHARACTERISTICS

Table 3.1: Unduplicated First Census Enrollment by College, Fall 1964 - Fall 1986
Table 3.2: District and State Enrollment, Fall 1972 - Fall 1986
Figure 2: District and State Enrollment, Fall 1964 - Fall 1986

Description

Table 3.1 shows the unduplicated first census enrollment figures for each college from Fall 1964 through Fall 1986. Table 3.2 compares the District's enrollment to statewide community college figures from Fall 1972 through Fall 1986.

Figure 2 charts trends in state and district unduplicated enrollments from Fall 1964 through Fall 1986.

Discussion

Since the early seventies, District and state enrollment have generally paralleled each other, experiencing peaks and troughs in the same years (peaks in 1975 and 1981, lows in 1978 and 1985). The annual percentage changes in enrollment are more marked in the case of the District than the state because of the averaging effect of all community colleges across the state. Since 1983, the magnitudes of these changes have been further amplified at the District level. Although common statewide policies and socio-economic conditions continued to explain the overall pattern of enrollment, local factors and changing circumstances at both District and college levels have increasingly assumed greater roles in enrollment determination. The District's 11.7% enrollment growth in 1986 resulted from general statewide growth as well as exceptional recruitment efforts, calendar changes and program changes by the colleges. This level of enrollment (102,533) was well below the historical peaks, but above the 1984 level, the year in which free-flow implementation exacerbated enrollment declines of the preceding two years.

College enrollments also mirrored the double-peaked pattern of the state and District. Enrollment growth rates in 1986 varied greatly from one another although all colleges exceeded their 1985 enrollment levels. Mission, Southwest and West led in percentage growth (Mission 44.1%, Southwest 38.8% and West 32.9%), while Trade-Tech and East grew by only 3.7% and 4.9%. Despite their small sizes, Mission, Southwest and West produced among the highest enrollment increases, with most of their growth attributable to their PACE programs and active recruitment by Southwest and West from local communities and high schools. PACE was introduced at West and Southwest in Fall 1986, while Mission expanded its one-year program. Early mail registration also helped to increase enrollment.

TABLE 3.1
UNDUPLICATED FIRST CENSUS ENROLLMENT BY COLLEGE, FALL 1964 - FALL 1986

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1964	15,306	9,770	4,867	---	9,420	---	14,944	13,723	---	68,030
1965	16,922	9,804	5,853	---	11,139	---	15,447	15,000	---	74,165
1966	18,023	12,359	6,363	---	12,207	---	14,545	15,983	---	79,480
1967	18,137	13,136	6,712	---	12,636	1,044	14,233	16,258	---	82,156
1968	18,745	13,043	7,493	---	14,128	2,537	14,224	18,042	---	88,212
1969	17,463	13,014	7,852	---	14,617	2,525	15,688	17,028	3,282	91,469
1970	18,069	13,606	8,408	---	16,000	2,940	15,433	18,481	4,239	97,176
1971	17,802	14,042	9,130	---	16,317	3,858	15,645	19,066	4,832	100,692
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	101,515
1973	19,185	15,626	10,050	---	17,335	4,387	16,524	18,609	5,700	107,416
1974	23,514	16,833	10,736	---	21,206	4,655	18,155	21,323	7,240	123,662
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	134,472
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	123,154
1977	19,535	15,763	11,812	3,060	22,654	7,119	17,306	21,796	8,712	127,757
1978	18,776	14,998	11,357	2,678	21,700	6,068	15,695	21,412	10,041	122,725
1979	18,701	16,026	11,681	3,025	22,852	7,450	15,993	22,055	11,407	129,190
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	132,475
1981	20,492	17,772	12,541	4,023	23,770	8,049	17,130	22,671	11,085	137,533
1982	20,169	17,709	11,786	4,589	23,721	7,165	16,415	22,358	10,825	134,737
1983	17,568	15,779	9,977	3,855	21,260	6,246	14,848	20,084	8,921	118,538
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	102,533

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1982 and computer report CCAF130, Office of Enrollment Management, Division of Educational Research and Development, 1983 through 1986. Enrollments do not include ITV.

TABLE 3.2
DISTRICT AND STATE ENROLLMENT, FALL 1972 - FALL 1986

	Los Angeles Community College District		California Community Colleges	
	Enrollment	% Change from Previous Year	Enrollment	% Change from Previous Year
1972	101,515		921,944	
1973	107,416	5.8	1,009,306	9.5
1974	123,662	15.1	1,136,478	12.6
1975	134,472	8.7	1,284,824	13.1
1976	123,154	-8.4	1,255,678	-2.3
1977	127,757	3.7	1,321,739	5.3
1978	122,725	-3.9	1,159,819	-12.3
1979	129,190	5.3	1,248,459	7.6
1980	132,475	2.5	1,384,068	10.9
1981	137,533	3.8	1,430,634	3.4
1982	134,737	-2.0	1,351,760	-5.5
1983	118,538	-12.0	1,247,671	-7.7
1984	101,300	-14.5	1,173,411	-6.0
1985	91,779	-9.4	1,173,559	-0.1
1986	102,533	11.7	1,223,063	4.2

Source: TOTAL AND FULL-TIME ENROLLMENT, CALIFORNIA INSTITUTIONS OF HIGHER EDUCATION, Fall 1983 and Fall 1986, Department of Finance, Sacramento, California.

FIGURE 2

DISTRICT AND STATE ENROLLMENT, FALL 1964 - FALL 1986

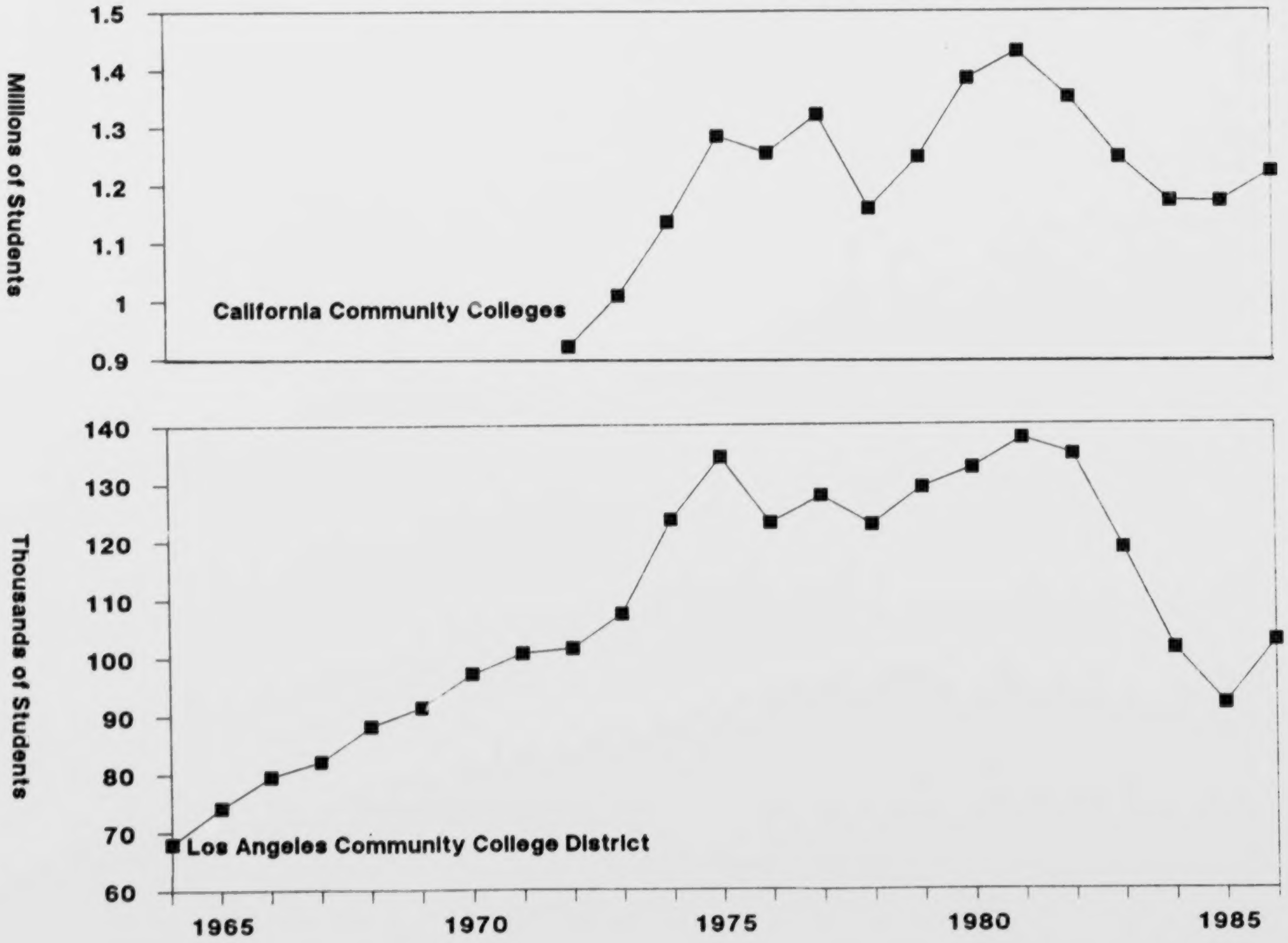


Table 4:	Enrollment by Sex and College, Fall 1972 - Fall 1986
Figure 3:	Enrollment by Sex, Fall 1972 - Fall 1986

Description

Table 4 shows the percentages of male and female students enrolled in each college for the Fall semesters in 1972, 1975, and 1980 through 1986.

Figure 3 charts the trends in male and female enrollment from Fall 1972 through Fall 1986.

Discussion

After climbing in the 1970s, the female proportion of total District enrollment since 1980 has been relatively stable at the 53% to 54% level. In 1986, it increased to a new high, 54.8%, with increases at some colleges (East, Harbor, Pierce, Trade-Tech and Valley), offsetting decreases at others.

Females are a majority at all colleges except Trade-Tech, participation there is a result of a large number of vocational programs which prepare students for traditionally male occupational roles; however, in 1986, Trade had the largest percentage increase of women among the colleges. Southwest and Mission had much higher than average enrollments of women (about 72% and 69%, respectively). Being the smallest colleges, they tend to attract females who value the proximity of the college to their homes and who often enroll part-time or in the evening. A slight decline in the proportions of women at both colleges in Fall 1986 accompanied sizeable total enrollment increases.

TABLE 4
ENROLLMENT BY SEX AND COLLEGE, FALL 1972 - FALL 1986

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent Female											
1972	51.3	41.7	46.0	0.0	43.3	57.4	28.0	47.4	45.9	44.0	44,628
1975	43.7	41.3	48.0	58.4	46.1	54.5	31.1	49.5	52.9	44.7	58,951
1980	53.1	55.1	54.9	68.2	52.9	68.4	36.7	57.7	61.5	54.1	71,682
1981	51.6	54.6	54.8	69.2	52.7	67.8	37.6	56.9	61.9	53.9	74,138
1982	51.4	53.8	54.3	67.0	51.6	67.0	37.7	56.5	61.3	53.3	71,866
1983	51.8	52.7	54.9	68.5	51.2	67.8	37.1	55.8	61.2	53.0	62,830
1984	51.4	56.6	57.3	68.6	50.8	69.7	37.7	56.5	64.1	53.9	54,597
1985	51.1	57.4	58.0	69.7	50.4	72.5	37.7	55.7	64.2	53.7	49,319
1986	50.5	58.0	58.4	69.1	51.6	71.8	39.6	56.4	63.0	54.8	56,203
Percent Male											
1972	51.8	52.7	54.9	68.5	51.2	67.8	37.1	55.8	61.2	53.0	56,887
1975	51.4	56.6	57.3	68.6	50.8	69.7	37.7	56.5	64.1	53.9	75,920
1980	51.1	57.4	58.0	69.7	50.4	72.5	37.7	55.7	64.2	53.7	60,793
1981	50.5	58.0	58.4	69.1	51.6	71.8	39.6	56.4	63.0	54.8	63,405
1982	48.6	46.2	45.7	33.0	48.4	33.0	62.3	43.5	38.7	46.7	62,871
1983	48.2	47.3	45.1	31.5	48.8	32.2	62.9	44.2	38.8	47.0	55,708
1984	48.6	43.4	42.7	31.4	49.2	30.3	62.3	43.5	35.9	46.1	46,703
1985	48.9	42.6	42.0	30.3	49.6	27.5	62.3	44.3	35.8	46.3	42,460
1986	49.5	42.0	41.6	30.9	48.4	28.2	60.4	43.6	37.0	45.2	46,330
Total Enrollment											
1972	19,622	14,094	9,213	----	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1981	20,492	17,772	12,541	4,023	23,770	8,049	17,130	22,671	11,085	100.0	137,533
1982	20,169	17,709	11,786	4,589	23,721	7,165	16,415	22,358	10,825	100.0	134,737
1983	17,568	15,779	9,977	3,855	21,260	6,246	14,848	20,084	8,921	100.0	118,538
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	100.0	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1982 and computer report CCAF130, Office of Enrollment Management, Division of Educational Research and Development, 1983 through 1986.

Note: The number of females at East, Harbor and Trade-Tech in 1975 have been interpolated from the 1974 and 1976 due to apparent data collection errors at those schools for 1975.

FIGURE 3

ENROLLMENT BY SEX, FALL 1972 - FALL 1986

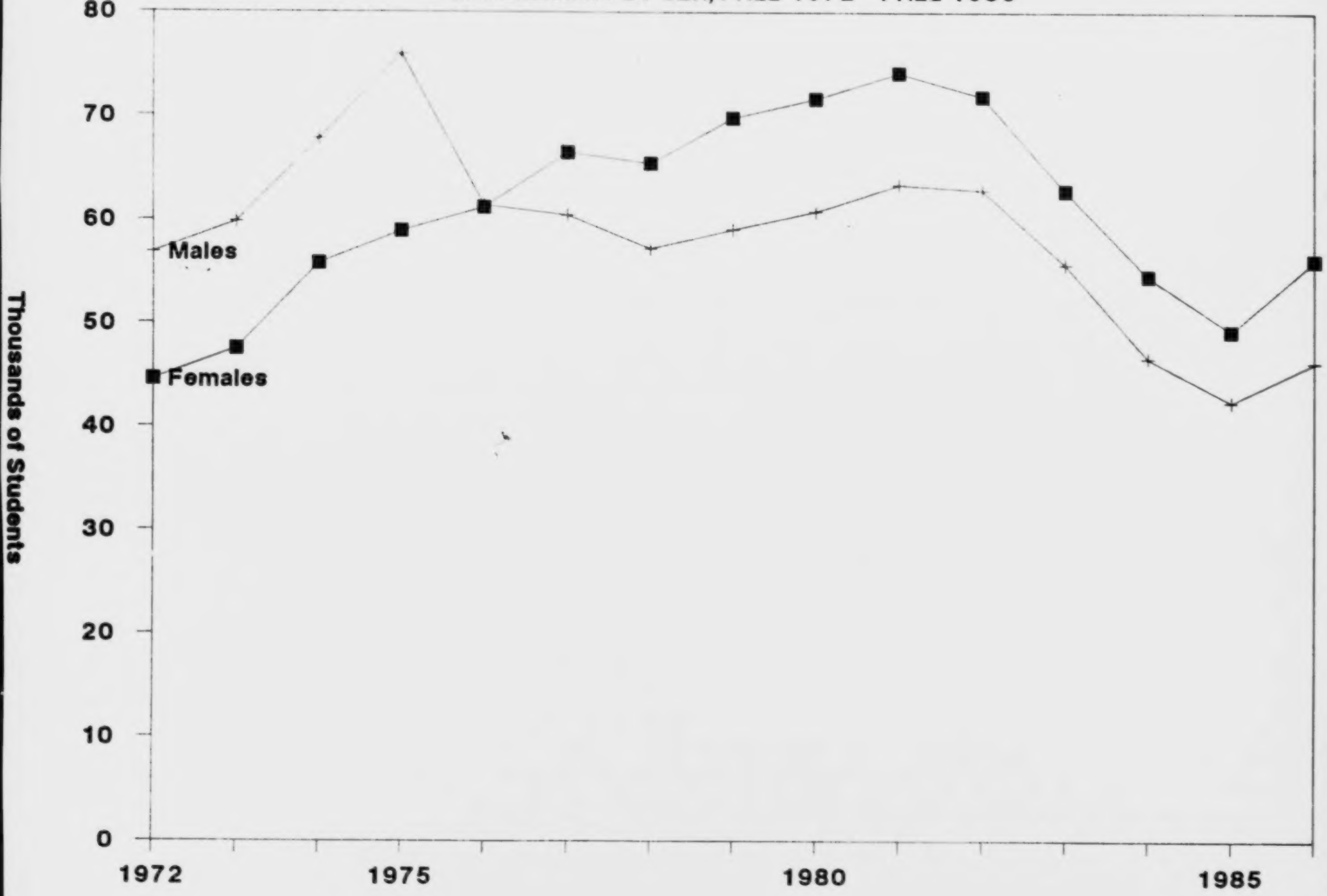


Table 5:	Enrollment by Ethnicity and College, Fall 1972 - Fall 1986
Figure 4:	Enrollment by Ethnicity, Fall 1972 - Fall 1986

Description

Table 5 presents the percentage distribution of District enrollment by ethnicity for selected years from Fall 1972 through Fall 1986. Because students report their ethnic status voluntarily when they register, the number of respondents is somewhat fewer than total enrollment; percentages for students in each category have been calculated from those students who reported their ethnicity.

Figure 4 charts trends in unduplicated enrollment of major ethnic groups from Fall 1972 through Fall 1986.

Discussion

In Fall 1986, there were some reversals in the trend of ethnic representation in district enrollment. The Asian percentage fell for the first time since 1972 and the black percentage rose after an eight-year decline. These changes do not appear to indicate long-term trend reversals, according to preliminary Fall 1987 data.

The Fall 1986 data on ethnic distribution among the colleges paint a more ethnically-mixed picture of the colleges than in previous years: colleges are attracting more of their respective minority groups. In 1986, for example, black enrollment shares rose at Mission, Harbor, Pierce, Valley and East by increments of 3% to 18%; Hispanic, Asian and white shares gained at Southwest; and white shares fell at Mission, Harbor, Pierce and Valley.

College-level 1986 ethnic distribution patterns, however, remained ethnically distinct, differing significantly from the District's pattern because they reflected more distinctive ethnic and geographic variations in housing and socio-economic conditions. At Pierce and Valley, the student body was more than 60% white; at East it was strongly Hispanic (64%); Southwest continued to enroll a heavy black majority (87%), although the share of Hispanics there has risen sharply from 2.9% to 8.5% in the last year; and at West, slightly less than half the students were black. Asians had a relatively strong presence at City (26%) and East (20%).

Although ethnic distribution patterns differ markedly from one college to another, the long-term trends in Asian, black and Hispanic student enrollment observed at the District level are also present at individual colleges. Asian percentage enrollments have risen at all colleges except at Harbor during the 1980-85 period, stabilizing in recent years and even declining at City, East, Harbor and Mission; black enrollment shares have been declining at all colleges except at West, and in the last one to two years, they have risen at East, Harbor, Mission, Pierce and Valley; Hispanic enrollment shares are generally rising, except at Pierce, where it fell the last two years; at Southwest, City and Harbor, they have risen very rapidly in 1986; white percentages at Harbor, Mission, Southwest and Trade-Tech, have risen since 1980, while generally falling at all other colleges. In 1986, both Mission and Harbor had declining white enrollment shares.

Comparing the ethnic composition of Fall 1986 enrollment to the 1985 population, blacks and Asians were overrepresented while whites and Hispanics were under-represented; blacks were 19%, Asians 14%, Hispanics 25% and whites 39% of total enrollment against a college-relevant population base which was 15% black, 8% Asian, 33% Hispanic and 39% white (Table 1.1). The general trends in enrollment changes point towards increasing percentages of Hispanics and Asians in the student body, with declining black and stable white percentages. These trends imply that white and Hispanic enrollment shares will soon approach their population percentages, Asians will continue to be above their population proportions, while declining black enrollment percentages will bring their student representation from above to below that of their population in the District.

TABLE 5
ENROLLMENT BY ETHNICITY AND COLLEGE, FALL 1972 - FALL 1986

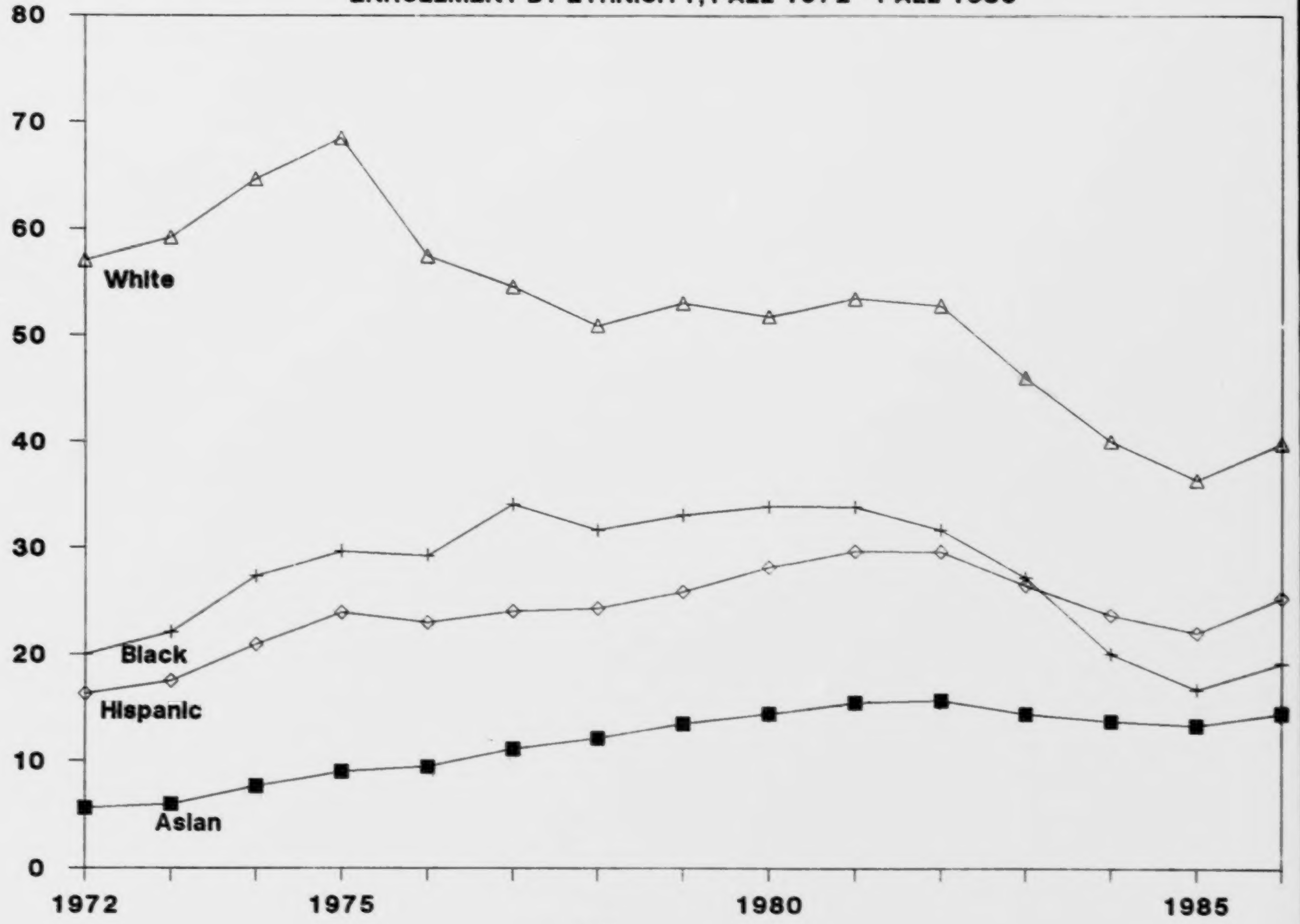
	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent Asian											
1972	11.6	8.0	8.3	---	0.7	0.4	5.4	1.5	4.0	5.5	5,591
1975	15.3	8.6	8.6	1.8	1.6	1.4	6.7	2.8	5.7	6.7	9,012
1980	20.7	14.2	16.5	3.5	6.8	0.5	8.3	8.4	8.3	10.9	14,447
1984	26.1	20.2	14.8	5.3	9.7	0.6	13.5	9.2	7.4	13.6	13,777
1985	27.2	20.3	14.3	5.0	10.7	1.0	15.5	10.1	8.4	14.5	13,333
1986	26.4	20.0	13.9	4.0	11.0	1.1	15.5	10.6	9.0	14.1	14,468
Percent Black											
1972	32.0	5.1	10.5	---	0.9	89.5	39.4	3.0	33.5	19.7	20,003
1975	34.5	7.5	13.7	11.9	1.6	95.9	46.8	3.9	45.5	22.1	29,695
1980	35.2	4.9	16.1	11.2	3.9	98.2	52.6	6.8	50.0	25.6	33,945
1984	23.4	4.0	14.2	8.5	3.5	94.1	39.3	5.8	50.0	19.8	20,098
1985	20.9	4.3	14.1	8.7	3.1	93.9	35.9	6.1	50.0	18.2	16,702
1986	19.5	4.4	15.5	10.3	3.4	87.3	34.8	6.3	48.6	18.7	19,216
Percent Hispanic											
1972	14.5	52.3	13.8	---	3.2	0.8	18.1	7.2	4.1	16.1	16,294
1975	15.1	59.2	15.5	31.1	4.1	0.9	18.3	9.5	4.9	17.8	23,898
1980	19.7	67.5	18.7	42.1	7.1	0.5	24.4	13.3	6.2	21.3	28,174
1984	25.4	62.9	18.8	36.2	9.4	2.5	31.2	14.7	7.9	23.4	23,701
1985	26.8	63.1	19.2	34.8	8.5	2.9	32.0	14.7	7.6	24.0	22,019
1986	29.4	64.2	21.0	36.8	8.3	8.5	32.9	15.5	8.3	24.7	25,360
Percent White											
1972	38.5	32.7	64.1	---	94.0	6.1	33.7	86.1	56.1	56.2	57,037
1975	32.6	22.9	58.0	53.3	90.5	0.8	26.0	80.7	41.2	50.9	68,487
1980	21.3	11.5	45.5	39.8	78.5	0.3	12.0	66.9	32.6	39.1	51,788
1984	20.3	10.3	49.1	47.2	74.1	1.1	12.5	66.0	30.9	39.6	40,084
1985	20.0	9.6	49.2	48.1	73.9	1.0	13.6	64.9	30.5	39.6	36,387
1986	20.3	8.9	46.7	46.0	73.5	2.0	13.9	63.2	30.5	38.9	39,890
Total Enrollment											
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	100.0	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533

Source: ENROLLMENT AND ATTENDANCE REPORTS, Office of Enrollment Management , Division of Educational Research and Development, 1974 through 1977; and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1986.

Note: Enrollment percentages from "Other" ethnic groups are not shown here.

FIGURE 4

ENROLLMENT BY ETHNICITY, FALL 1972 - FALL 1986



STUDENT AND ENROLLMENT CHARACTERISTICS

Table 6:	Enrollment by Age and College, Fall 1972 - Fall 1986
Figure 5:	Enrollment by Age, Fall 1972 - Fall 1986

Description

Table 6 reports percentages of unduplicated enrollment districtwide by age category and college from Fall 1972 through Fall 1985. Age categories comprise those aged 19 and under, 20 through 24, 25 through 34, and 35 and older.

Figure 5 charts these trends as the changing enrollment in each age category.

Discussion

The effect of the aging population in the District is mirrored in the long-term enrollment shares of the various age categories. Between 1972 and 1986, the under-20 group fell from 29.6% to 18.8% while the 20-24 age group fell slightly from 29.8% to 29%; on the other hand, the 25-34 group rose from 24.8% to 29% while the 35 and over group rose from 15.8% to 23.2%. All nine colleges reflected this trend, with the under-20 group declining and older groups generally increasing their relative shares in the student populations.

As with ethnic distribution, age distribution patterns tend to be diverse, reflecting college and service area characteristics. The Fall 1986 under-20 percentage share ranged from 8.7% at Mission to 26% at Pierce. The percentage of 20-24 year-olds was highest at Pierce (33.1%), followed by East (32.8%) and was lowest at Mission (17.5%). The 25-34 group was proportionately higher at City (34.6%), Trade-Tech (32.1%) and at West(30.8%), and lowest at Pierce (23.3%). Those aged 35 and over were very well represented at Mission (45.7%), while at Pierce, they were only 17.6%, less than half their share of enrollment at Mission. Mission's students are older, a result of PACE, high part-time and evening enrollment, while City's high proportion of 25-34 year-olds corresponds with a high percentage of this age group in its service area population. Southwest's college service area population is comparatively young; however this is not reflected in the student body because Southwest draws less than half its own service area's District-enrolled population.

The Fall 1986 data offers several points of departure from the general trend of decline in younger groups in favor of older observed at the district level and at all the colleges since 1972. Five of the colleges showed increased shares of under-20s compared to their 1985 figures, the result of more active recruitment among local high schools; they are Southwest (14% rise in enrollment share), Trade (+8.1%), Harbor (+4.8%), East (+4.7%) and Valley (+3.5%). These increases helped to raise the districtwide percentage of under-20s from 18.6% in 1985 to 18.8% in 1986.

Similarly, some colleges have experienced small but noticeable declines in the Fall 1986 shares of their older age groups; for example, at Trade-Tech and Valley, the 35-and-over lost 5% and 3% of their shares while Southwest's 25-34 group fell from 31.6% to 30%, and at Mission, West and Harbor, minor percentage losses were registered in the 35-and-over group. These declines have no doubt slowed the rate of increase of these older students in the District.

TABLE 6
ENROLLMENT BY AGE AND COLLEGE, FALL 1972 - FALL 1986

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent Under 20											
1972	24.7	28.1	38.2	---	42.4	17.9	16.2	32.5	35.7	29.6	30,084
1975	21.3	26.5	31.8	16.2	35.5	18.4	16.4	27.3	28.0	26.0	34,994
1980	17.1	23.4	27.7	13.1	30.8	22.1	18.4	22.4	19.6	22.7	30,023
1984	14.3	21.4	21.3	10.0	26.7	16.8	18.1	17.8	17.8	19.4	19,658
1985	13.7	20.3	21.1	10.0	26.2	14.6	15.8	17.8	16.1	18.6	17,080
1986	13.4	21.3	22.1	8.7	26.0	16.7	17.1	18.4	15.7	18.8	19,266
Percent 20 - 24											
1972	32.6	34.4	28.4	---	28.7	26.3	24.5	30.8	28.8	29.8	30,300
1975	31.9	31.5	25.9	16.0	27.5	25.0	23.9	28.6	24.8	28.0	37,630
1980	30.9	32.3	25.7	18.8	29.3	27.5	26.7	27.7	23.6	28.1	37,266
1984	31.0	34.4	30.6	16.9	33.1	25.4	27.8	29.1	24.8	29.9	30,298
1985	31.7	34.8	28.6	17.6	33.5	26.2	28.0	29.6	24.3	30.1	27,617
1986	30.8	32.8	27.1	17.5	33.1	22.8	28.5	29.0	23.8	29.0	29,726
Percent 25 - 34											
1972	28.3	22.4	18.9	---	16.8	36.1	34.6	22.7	22.6	24.8	25,137
1975	30.6	26.1	21.7	31.9	19.4	34.6	34.5	25.4	26.9	26.8	36,051
1980	33.1	26.9	21.1	28.5	19.6	28.0	32.4	26.3	27.9	26.8	35,535
1984	33.9	27.2	24.2	26.5	22.8	31.6	32.1	29.9	29.5	28.6	28,952
1985	34.2	26.8	25.3	26.6	23.1	30.4	32.7	29.3	29.6	28.6	26,256
1986	34.6	27.5	25.8	28.0	23.3	30.0	32.1	30.0	30.8	29.0	29,777
Percent 35 and Over											
1972	14.4	15.1	14.5	---	12.1	19.7	24.6	14.0	12.9	15.8	15,995
1975	16.2	15.9	20.6	36.0	17.6	22.0	25.3	18.7	20.3	19.2	25,797
1980	18.9	17.3	25.5	39.6	20.4	22.3	22.5	23.7	28.9	22.4	29,651
1984	20.7	17.0	23.9	46.5	17.4	26.3	22.0	23.2	27.8	22.1	22,392
1985	20.5	18.1	24.9	45.8	17.1	28.7	23.4	23.3	30.1	22.7	20,826
1986	21.2	18.4	24.9	45.7	17.6	30.5	22.3	22.6	29.7	23.2	23,765
Percent Total Enrollment											
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	100.0	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533

Source: ENROLLMENT AND ATTENDANCE REPORTS, Office of Enrollment Management, Division of Educational Research and Development, 1974 through 1977; and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1986.

Note: Figures for 1972 through 1975 are of questionable validity. Age distributions reported in the ENROLLMENT AND ATTENDANCE series are not completely consistent with those from the Student Data Tapes for later years. Proportions for 1973 through 1975 have been interpolated at the college level, and the absolute numbers and District totals recalculated from those proportions.

FIGURE 5

ENROLLMENT BY AGE, FALL 1972 - FALL 1986

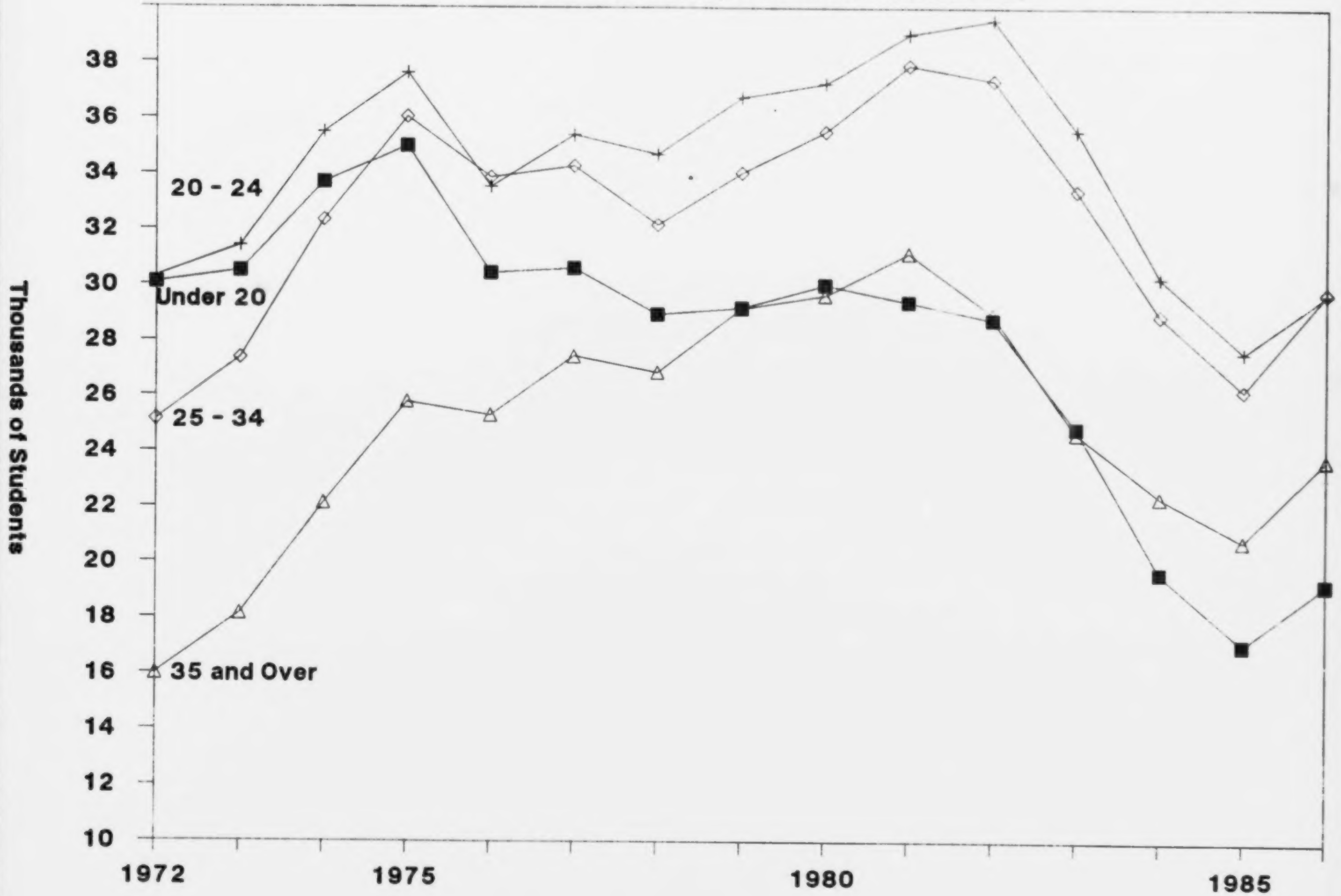


Table 7:	Enrollment by Unit Load and College, Fall 1972 - Fall 1986
Figure 6:	Enrollment by Unit Load, Fall 1972 - Fall l986

Description

Table 7 indicates changes in the frequency and percentage of full- and part-time enrollment districtwide for fall semesters 1972, 1975, 1980, and 1984 through 1986. Part-time students are those taking fewer than 12 units and full-time students are those enrolled in 12 or more units. The table also displays part-time enrollment for those taking fewer than 6 units and those taking 6-11 units for Fall 1976 through Fall 1986.

Figure 6 shows trends in changing proportions of students taking 1-5 units, 6-11 units and 12 units or more. Data on unit loads other than full- or part-time categories were not available prior to Fall 1976.

Discussion

In 1986, 74.1% of the District's students enrolled part-time (41.6% under 6 units; 32.5% 6-11 units), and 25.9% full-time. Full-time enrollment as a percentage of total enrollment peaked at 36% in 1975. It fell to a low of 24.8% in 1981 and 1982 before slowly rising to 26.7% in 1985; in 1986, it declined to 25.9%. Individual colleges have experienced a decline in the share of full-time enrollment since 1972 (1975 for Mission), and in certain years (1976, 1980 and 1981), all colleges experienced the same downward forces on full-time enrollment as the District. Since 1982, however, college-based factors appear to have been more important, causing more variation between changes seen at the college-level and the District.

In 1986, colleges with high full-time enrollments were City, Harbor and Pierce (all at or above 29%); West had the lowest percentage (19.9%) in 1986, replacing Mission, whose full-time enrollment had jumped from 7.8% in 1984 to 21.8% in 1986. Until 1986, City, East, Harbor, and West were increasing their shares of full-time enrollment; Southwest's full-time enrollment was clearly declining until 1986, Pierce's began to climb in 1984; Trade-Tech's was increasing until 1985; Valley's turned downward in 1984 and Mission's had increased strongly in 1985 and 1986. In 1986, City, East, Harbor and West experienced a 2% to 10% decline in their full-time enrollment shares.

In 1986, part-time enrollment of students taking fewer than 6 units was strongest at Mission (57%), West (48%), Valley (46%) and Southwest (45%), while shares of enrollment in 6-11 units were highest at City and Trade-Tech (36% each). In the last three to four years, West and Southwest had increased their under-6 unit enrollment shares, while Trade-Tech and Valley had increased their 6-11 unit enrollment shares.

Ratios of full- and part-time enrollment are influenced by two sets of opposing influences: long-term broad demographic and socio-economic changes in the District, and short-term college-induced factors. Long-run (dominant) influences, which tend to favor part-time rather than full-time enrollment, are the increasing participation of working, female and older students. Recently, short-term college-based factors have altered underlying trends and raised the level of full-time participation: colleges have intensified recruitment efforts among graduating high-school students; reduced college budgets have resulted in evening program cuts (part-timers tend to favor evening classes); and PACE enrollment (especially at Mission and Harbor) has contributed to the increase in full-time enrollment in the District.

The nature of programs and course offerings also influence part- and full-time enrollment. For example, at West, where full-time enrollment is 6 percentage points lower than the districtwide average, limited curricula and an incomplete campus deter matriculating full-time students. Trade-Tech, with above-average enrollment percentages in full-time and 6-11 unit categories, offers vocational courses with long "block" laboratory schedules requiring more intensive participation.

TABLE 7
ENROLLMENT BY UNIT LOAD AND COLLEGE, FALL 1972 - FALL 1987

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent Part-Time (Less than 6 Units) (1)											
1972											
1975											
1976	31.4	38.1	34.7	54.1	37.5	34.5	38.9	38.9	39.4	37.1	45,639
1980	34.0	41.6	41.8	63.3	41.5	32.4	41.5	44.4	49.7	41.7	55,188
1984	33.7	41.5	41.5	67.3	40.3	40.1	36.5	46.6	45.4	41.4	41,953
1985	33.2	40.9	39.6	65.3	39.2	43.7	37.8	46.1	45.4	41.2	37,768
1986	34.8	40.9	41.1	57.1	39.1	44.8	36.9	45.8	47.9	41.6	42,661
Percent Part-Time (6 To 11.5 Units) (1)											
1972											
1975											
1976	36.4	34.3	32.5	31.5	33.2	41.9	25.8	33.9	34.1	33.4	41,098
1980	35.2	32.6	31.2	27.8	29.9	40.3	28.4	32.5	31.5	32.1	42,477
1984	34.0	31.3	30.1	24.9	31.9	36.3	31.3	32.1	34.8	32.1	32,557
1985	34.4	31.6	30.1	19.9	32.2	34.6	32.5	32.8	34.0	32.2	29,508
1986	36.0	32.1	29.9	21.1	31.3	33.0	36.0	33.2	32.3	32.5	33,337
Percent Total Part-Time (Less Than 12 Units)											
1972	67.5	68.2	59.7	---	61.3	70.3	60.5	69.1	65.5	65.1	66,083
1975	63.6	68.1	55.1	74.3	62.8	64.4	59.8	66.6	66.9	63.8	85,819
1976	67.9	68.1	55.1	74.3	62.8	64.4	59.8	66.6	66.9	70.4	86,737
1980	69.2	74.2	73.0	91.0	71.4	72.8	69.8	76.9	81.2	73.7	97,666
1984	67.6	72.8	71.7	92.2	72.2	76.4	67.8	78.7	80.2	73.6	74,510
1985	67.6	72.4	69.7	85.1	71.4	78.3	70.3	78.9	79.4	73.3	67,276
1986	70.8	72.9	71.0	78.2	70.4	77.8	72.9	79.0	80.1	74.1	75,998
Percent Full-Time (12 and more units)											
1972	32.5	31.8	40.3	---	38.7	29.7	39.5	30.9	34.5	34.9	35,432
1975	36.4	31.9	44.9	25.7	37.2	35.6	40.2	33.4	33.1	36.2	48,653
1976	36.4	31.9	44.9	25.7	37.2	35.6	40.2	33.4	33.1	29.6	36,417
1980	30.8	25.8	27.0	9.0	28.6	27.2	30.2	23.1	18.8	26.3	34,809
1984	32.4	27.2	28.3	7.8	27.8	23.6	32.2	21.3	19.8	26.4	26,790
1985	32.4	27.6	30.3	14.9	28.6	21.7	29.7	21.1	20.6	26.7	24,503
1986	29.2	27.1	29.0	21.8	29.6	22.2	27.1	21.0	19.9	25.9	26,535
Total Enrollment											
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	100.0	123,154
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	100.0	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1977; and Student Data Tape 551, Data Processing Branch, Business Services Divison, 1976 through 1987.

Notes: (1) Data for 1972-1975 not available.

FIGURE 6

ENROLLMENT BY UNIT LOAD, FALL 1972 - FALL 1986

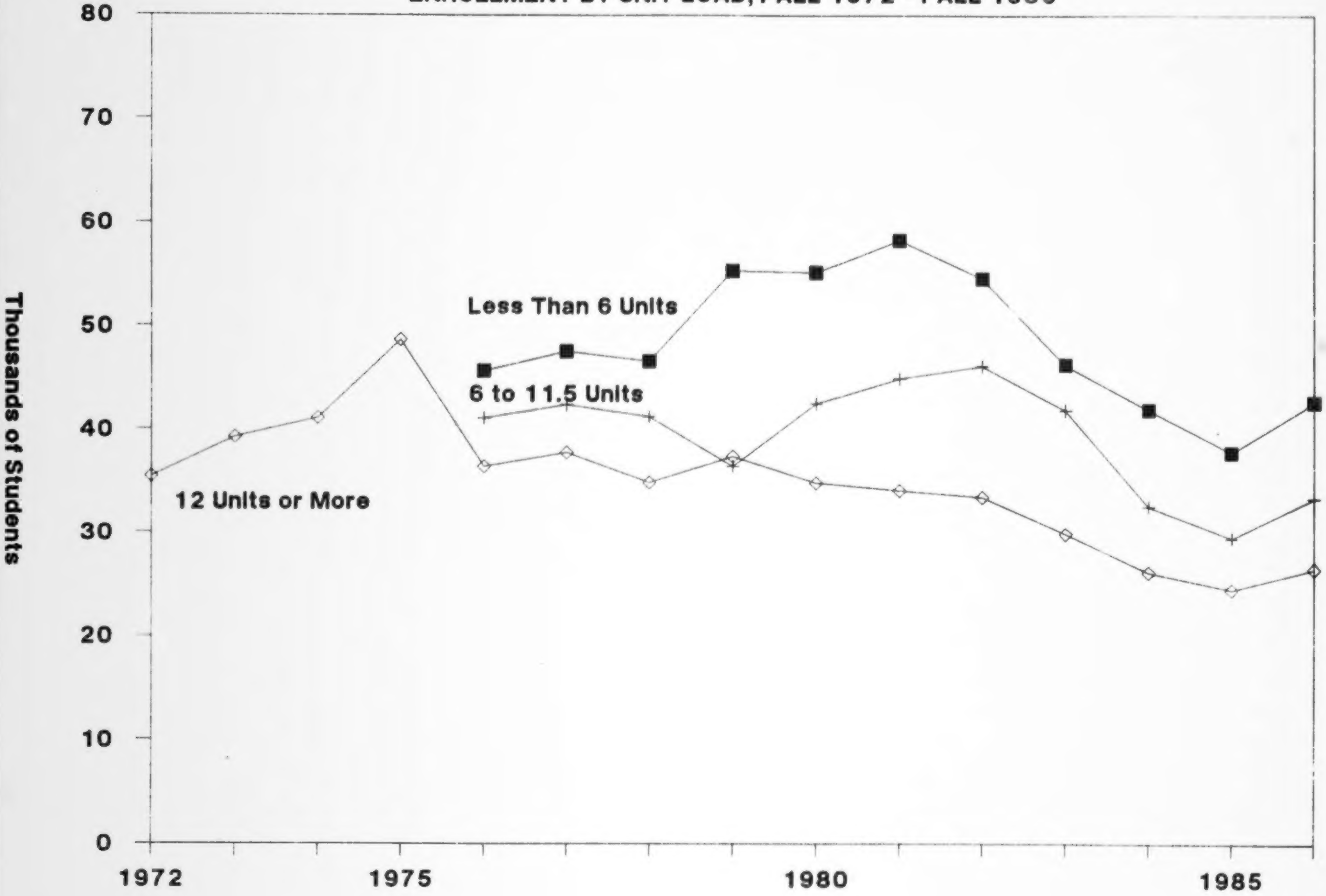


Table 8:	Enrollment by Class Level and College, Fall 1972 - Fall 1986
Figure 7:	Enrollment by Class Level, Fall 1972 - Fall 1986

Description

Table 8 shows the percentages of students by class level (freshman, sophomore, those with 60 and more units but no degree and those with an associate (AA) or higher degree.) Freshmen are students with less than 30 units while sophomores are those with 30 to 60 units. Freshman and sophomore designations may therefore include the accumulation of units which may not be applicable to a degree or acceptable for transfer, so that actual sophomores typically include those with 60 units or more but no degree.

Figure 7 charts the changing district totals of these four class levels from Fall 1972 through Fall 1986.

Discussion

Proportions of students by level vary interdependently; for example, high entering but low continuing enrollment increases the percentage of freshmen over sophomores. These numbers are influenced in turn by external conditions, such as the number of high school graduates and the age distribution of the population; by programs such as PACE or block vocational curricula; by specific recruitment efforts and successful student retention. In colleges with PACE programs, the effects of recent recruitment are both higher freshmen enrollment and an older freshmen population. The rate of retention into the sophomore level depends on competition from other educational institutions, the quality and extent of programs at each college and the job market.

The unit definitions for freshman, sophomore and more than 60 units but no degree belie the fact that many students earn units that are pre-college and not applicable to a degree; many students change majors or educational goals, and many elect to enroll in courses that supplement rather than satisfy transfer, program or degree requirements. Those students who are actually freshmen relative to their course of study may be defined as sophomores, and those who are actually sophomores may have more than 60 units but no degree.

District-level freshman enrollment fell from 75% in 1972 to 63% in 1986, an average annual decline of 1.2%; it reached a low of 65% in 1978, peaked at 74% in 1983 and declined to a new low of 61% in 1985 before ascending again. Freshmen percentages at all the colleges had also declined 10 to 20 percentage points over the fourteen-year period. Mission, Southwest, and Trade-Tech had higher than average freshmen percentages in 1986, while at East and West, the percentages of freshmen fell 0.3% and 4.3%. At Mission and Southwest, where the PACE program had helped to boost its 1986 freshmen enrollment, freshmen were 68%-69% of the student body; they also had the highest rates of growth of freshmen among the colleges. Southwest and Trade-Tech's higher freshmen enrollment percentages can partly be explained by the relative absence of those with an AA or higher degree.

The districtwide proportion of sophomores in 1986 (15.7%) was slightly below that in 1972; however, since 1972, the shares of students with more than 60 units but no degree have risen an average of 16.6% annually. If one assumes that these students are sophomores in terms of their degree goals, the total proportion of sophomores has grown a modest 2.2% annually, from 20.7% in 1972 to 27% in 1986. As noted earlier, the unit definition for class standing obscures prerequisite and elective enrollment, not to mention changes in major selection.

Those with an AA or higher degree more than doubled their enrollment representation between 1972 and 1975, gaining nearly a third from 1975 to 1980. Since that time, their enrollment shares have remained fairly constant at between 10% and 12%.

The proportion of freshmen is nevertheless expected to remain a substantial majority, with increasing numbers of older students, like those in PACE, returning as freshmen and an expected increase in the number of high school graduates by the early 1990s. Recruitment efforts to expand the number of first-time entering students will also be necessary in order to sustain continuing and total enrollments.

TABLE 8
ENROLLMENT BY CLASS LEVEL AND COLLEGE, FALL 1972 - FALL 1986

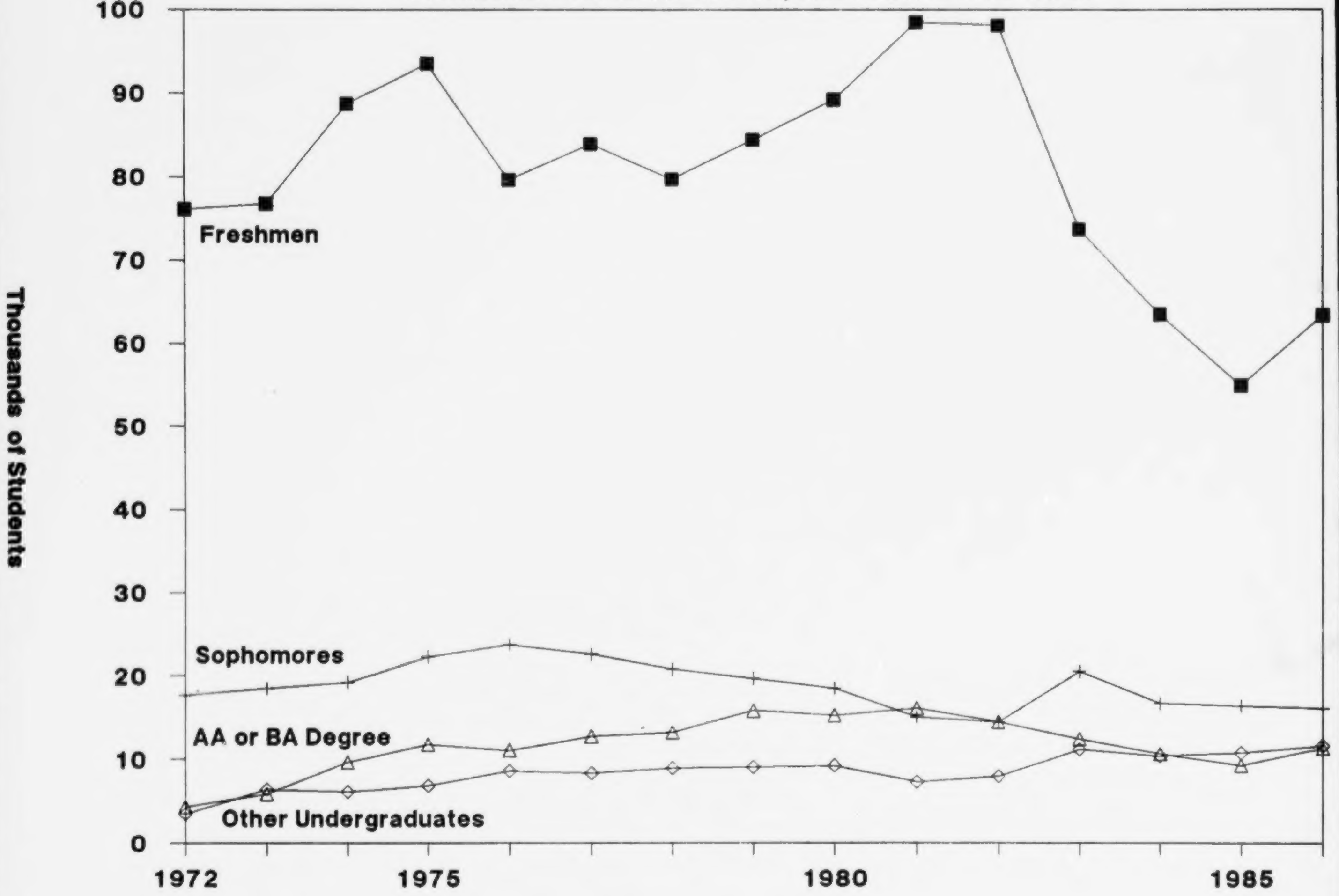
	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent Freshmen (less than 30 units)											
1972	75.3	73.1	71.7	---	73.3	79.0	73.4	82.4	65.7	74.9	76,084
1975	69.4	66.9	66.0	85.4	65.6	76.4	84.5	63.8	68.8	69.6	93,541
1980	66.1	68.1	66.0	76.1	65.1	80.2	75.2	65.1	66.0	68.1	90,233
1984	63.8	64.5	63.9	67.7	63.7	68.2	72.6	62.1	63.2	64.9	65,782
1985	57.3	62.1	61.3	66.6	59.2	64.4	66.8	58.6	66.6	61.3	56,280
1986	57.5	61.9	63.6	71.6	60.8	69.1	68.7	60.8	62.3	62.6	64,194
Percent Sophomores (30 to 59.5 units)											
1972	18.2	18.2	22.9	---	19.6	15.1	15.9	9.6	27.6	17.3	17,611
1975	15.8	17.6	21.2	6.1	19.2	16.8	6.7	20.8	16.6	16.5	22,238
1980	14.2	14.6	15.0	8.3	14.9	10.9	11.8	14.2	10.4	13.5	17,878
1984	15.2	16.2	15.3	12.0	16.4	16.9	12.7	15.3	12.8	15.1	15,260
1985	17.7	17.2	17.1	12.4	18.0	18.4	16.3	17.2	13.2	16.9	15,501
1986	18.2	16.5	14.9	11.2	16.8	14.3	14.1	15.3	14.4	15.6	16,039
Percent Other Undergraduates (60 and more units but no degree)											
1972	3.5	4.1	2.6	---	2.4	3.5	5.3	2.9	2.5	3.4	3,480
1975	5.2	5.2	6.8	2.5	5.6	4.1	3.2	5.4	4.7	5.0	6,827
1980	8.4	5.1	5.9	4.0	8.0	4.2	8.2	7.5	5.4	7.0	8,955
1984	10.2	10.0	8.7	6.6	8.8	9.7	8.6	8.1	8.6	9.0	9,072
1985	13.6	12.5	10.1	6.4	11.8	11.8	10.4	10.0	8.6	11.1	10,187
1986	15.1	12.5	9.6	8.1	11.6	10.2	10.5	10.4	10.4	11.4	11,647
Percent AA or Higher Degree											
1972	3.0	4.6	2.8	---	4.7	2.4	5.4	5.2	4.3	4.3	4,340
1975	9.6	10.3	8.4	6.1	9.6	2.8	5.6	10.0	9.9	8.8	11,867
1980	11.2	12.1	13.1	11.7	12.4	4.8	5.4	13.4	18.3	11.6	15,409
1984	10.8	9.3	12.1	13.8	11.1	5.1	6.1	14.5	15.5	11.0	11,186
1985	11.4	8.2	11.5	14.6	10.9	5.4	6.6	14.1	11.6	10.7	9,811
1986	9.3	9.1	12.0	9.1	10.9	6.3	6.7	13.6	12.9	10.4	10,653
Total Enrollment											
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	100.0	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533

Source: Census Class Enrollment Report CCAF130, Report to the Chancellor's Office, prepared by the Office of Enrollment Management, Division of Educational Research and Development, LACCD, 1972-86.

Note: Proportions for Harbor in 1975 are interpolations between 1974 and 1976 due to apparent data reporting errors.

FIGURE 7

ENROLLMENT BY CLASS LEVEL, FALL 1972 - FALL 1986



STUDENT AND ENROLLMENT CHARACTERISTICS

Table 9: Enrollment by Time of Day and College, Fall 1976 - Fall 1986
Figure 8: Enrollment by Day or Evening Status, Fall 1972 - Fall 1986

Description

Table 9 shows percentages of students by time of day (day only, both day and evening, and evening only) at each college and districtwide for selected years between 1976 and 1986. Day classes are defined as those held before 4:30 p.m.

Figure 8 charts the trends of these three attendance categories at the District level between 1972 and 1986. Data for day classes between 1972 and 1975 include the day-only and day- evening categories.

Discussion

The distribution of enrollment by time of day between 1976 and 1986 has changed in favor of evening enrollment, which has risen from 38.5% to 41.4% of total districtwide enrollment. Evening enrollment was highest in 1980 at 43.4%, dropping to a low of 38% in 1984 following cuts in evening programs. Long dominant day-only enrollment has dropped in the last three years from 46.9% to 44.1%, while both day and evening has remained relatively unchanged over this period. At the college level, there has been considerable variation in terms of percentage distributions by time of day and in their fluctuations from year to year.

The percentage share of day only students was lowest at Mission (27.7% in 1986, its fourth year of continuous decline), where PACE and older students are both day-evening and evening-oriented. Shares are highest at Trade-Tech (51.8%), Pierce and City (about 48% each), where program offerings and/or younger student bodies are more day-oriented. Between 1976 and 1986, day-only enrollment declined at all the colleges except at Pierce, East and Trade-Tech. The colleges with the highest proportions of day-only students are also those with higher than average full-time enrollments.

Enrollment in day-evening classes fell at all colleges except at Mission, City and Trade-Tech. At Mission, with the PACE program scheduled in the evening and Saturday, it rose from 14.5% in 1985 to 21.2% in 1986. Since 1976, City and Mission have shown strong increases in both day-evening enrollment, Trade-Tech and East moderate and slight increases, while Harbor, Southwest and West have declined significantly in this category over the same period. Day-evening enrollment will continue to rise with expansion of PACE and Saturday classes as an additional option for working adults and part-time students.

The 1986 percentage evening enrollment was lowest at City and Pierce (34.2% and 35.6%) and highest at Mission, West and Valley (51.1%, 52.4% and 47.9%). Evening enrollment shares rose at all colleges except at Mission, Southwest, and Trade-Tech.

TABLE 9
ENROLLMENT BY TIME OF DAY AND COLLEGE, FALL 1976 - FALL 1986

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent Day Only											
1976	52.8	46.7	46.0	38.7	46.8	49.6	47.6	44.2	45.1	47.2	58,125
1980	48.4	37.8	44.4	32.9	44.5	43.9	45.8	39.4	39.7	42.8	56,722
1984	50.6	49.5	44.9	34.0	50.0	43.1	54.6	39.6	42.1	46.9	47,548
1985	50.0	49.4	41.0	30.6	50.0	42.3	51.1	39.6	38.6	45.7	41,947
1986	48.3	46.9	40.9	27.7	48.5	44.2	51.8	38.8	36.1	44.1	45,225
Percent Both Day & Evening											
1976	12.7	17.4	17.9	16.3	17.0	14.7	6.0	15.1	13.7	14.3	17,635
1980	13.0	16.4	16.9	15.8	15.7	11.5	8.0	14.7	11.5	13.8	18,242
1984	14.3	17.6	17.6	14.5	16.8	10.8	8.1	13.5	11.5	14.2	14,367
1985	16.7	18.8	16.1	14.5	16.4	9.7	8.7	13.7	12.8	14.7	13,477
1986	17.5	18.3	14.3	21.2	15.8	8.4	8.8	13.3	11.5	14.5	14,897
Percent Evening Only											
1976	34.5	35.9	36.1	45.0	36.2	35.7	46.4	40.7	41.3	38.5	47,394
1980	38.5	45.8	38.7	51.3	39.8	44.6	46.2	45.9	48.8	43.4	57,511
1984	35.0	32.9	37.5	51.5	33.3	46.1	37.4	46.9	46.4	38.0	38,513
1985	33.3	31.8	42.9	54.9	33.6	48.0	40.1	46.7	48.6	39.6	36,355
1986	34.2	34.8	44.8	51.1	35.6	47.4	39.4	47.9	52.4	41.4	42,411
Total Enrollment											
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	100.0	123,154
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	100.0	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1977 and Student Data Tape, Data Processing Branch, Business Services Division, 1976 through 1986.

FIGURE 8

ENROLLMENT BY TIME OF DAY, FALL 1972 - FALL 1986

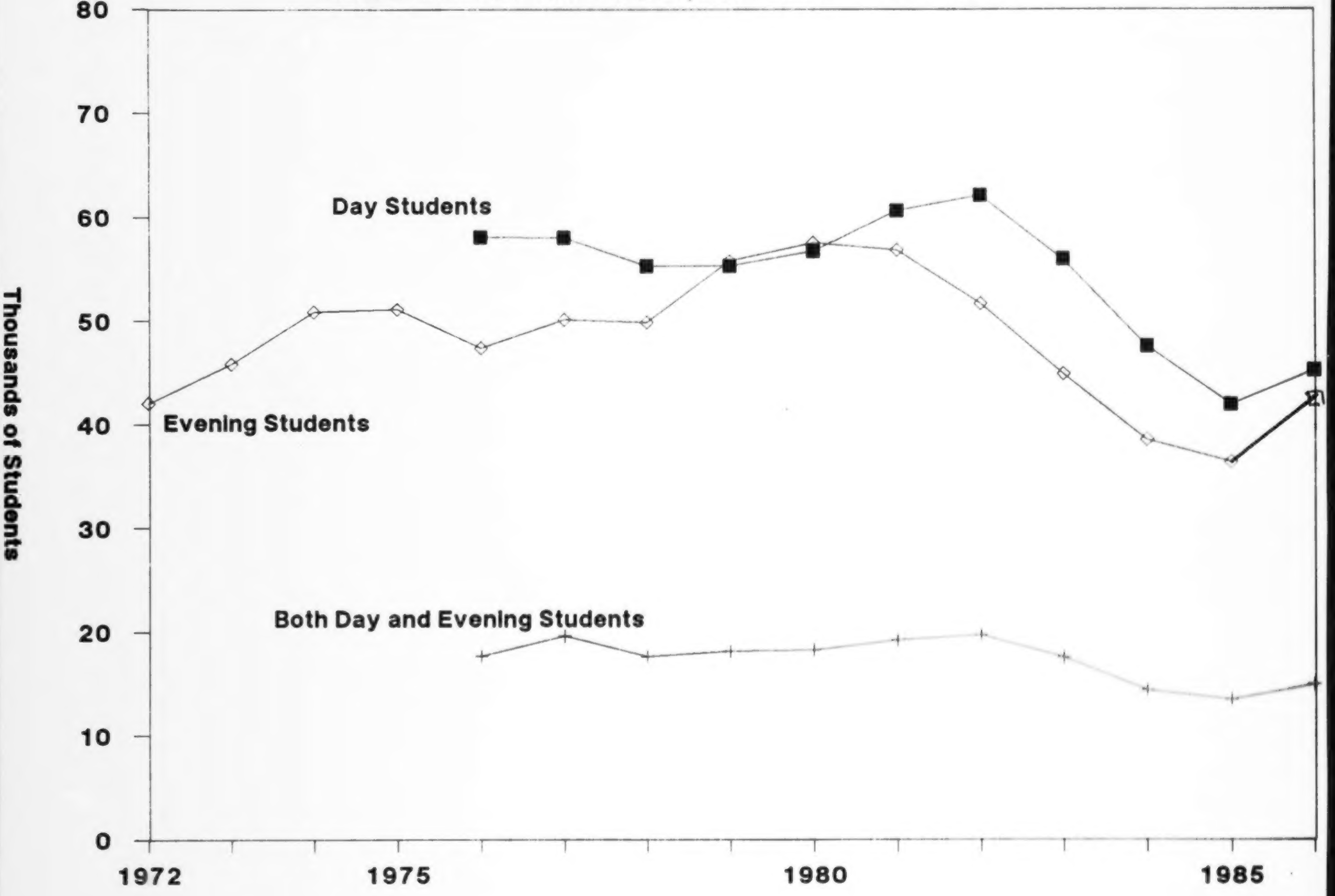


Table 10:	Enrollment by Entering Status and College, Fall 1972 - Fall 1986
Figure 9:	Enrollment by Entering Status, Fall 1972 - Fall 1986

Description

Table 10 presents the percentage of students enrolled by their entering status categories for selected fall semesters between 1972 and 1986. Entering status designations are first-time, new transfer, returning and continuing students.

First-time students are those who are beginning college at one of the District's schools and new transfers are those transferring from another community college or other institution of higher education. Continuing students are those who were enrolled in the spring or summer term immediately prior to a given fall semester, and returning students are those who reenter college after some hiatus.

Figure 9 charts trends in enrollment by the four entering status categories between 1972 and 1986.

Discussion

The percentage of District first-time students experienced a clear downward trend until 1984, the turning point; it dropped from 25.3% in 1972 to 18.6% in 1984 before increasing to 23.1% in 1986. New transfer students increased from 8.7% in 1972 to 15.7% in 1986, bringing the total of new students (first-time plus new transfers) to 39%. Returning students' share increased from 8.2% to 13.9% during the same period. Continuing students, who formed the majority, fell from 57.9% in 1972 to 49.7% in 1986. The last two years have seen changes to recent trends in enrollment status; for example, first-time students increased from 18.6% to 23.1%; new transfers and returning student shares rose sharply in 1986 after a four-year decline; and continuing students dropped nine percentage points after a five-year climb.

Although the individual colleges have entering status distribution patterns that differed from that of the District, in 1986, all the colleges experienced the same changes as the district as a whole; first-time, new transfer and returning student enrollment shares went up while continuing student shares declined. The magnitude of these effects varied significantly across the colleges, for example, first-timers rose by 223% at West and only 8% at Mission.

The long-term decline in first-time students compared to the other three categories (as with the related decline in freshmen enrollment discussed in Table 8) is a symptom of the declining pool of available high school graduates who are mostly likely to be potential freshmen and first-time entrants. The result of recent aggressive marketing and recruitment efforts to attract students from this shrinking pool of high school graduates and from the community have boosted the percentages of first-timers in the student body, an outcome that may be difficult to sustain in subsequent years. Older students in the population have contributed to higher enrollments in the remaining entering status categories. Among these three categories, their relative distribution depends on individual college offerings, service area characteristics, and competition from other educational institutions.

Higher percentages of first-timers have been an important component of recent enrollment totals, with significant implications for subsequent continuing student volume. In Fall 1986, the numbers of first-timers districtwide rose 40% compared with 12% for general enrollment, with first-timers accounting for 60% of the enrollment increase. Reenrollment of first-timers as continuing students is important to future enrollment levels and this depends as much on their academic performance as on the ability of the colleges to retain those able to continue.

TABLE 10
ENROLLMENT BY ENTERING STATUS AND COLLEGE, FALL 1972 - FALL 1986

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent First-Time											
1972	33.7	17.8	27.4	---	27.7	17.6	25.5	19.6	26.1	25.3	25,637
1975	18.2	8.1	22.3	38.9	24.9	24.4	26.0	22.3	24.2	21.0	28,233
1980	21.2	21.8	23.2	27.4	23.9	27.4	29.4	21.4	19.9	23.3	30,924
1984	16.0	19.7	15.1	17.7	19.6	21.3	23.6	17.1	16.9	18.6	18,811
1985	16.5	20.4	17.9	21.7	19.4	18.8	25.2	17.6	10.7	18.9	17,317
1986	18.9	23.7	20.3	23.5	21.6	28.4	26.8	20.4	34.5	23.1	23,795
Percent New Transfer											
1972	3.5	4.9	9.5	---	8.8	12.3	12.3	8.9	22.3	8.7	8,785
1975	11.4	3.5	9.1	35.1	11.7	13.1	11.1	13.2	22.3	11.5	15,482
1980	16.8	10.6	14.7	22.5	14.0	18.1	16.3	13.8	27.7	15.9	21,120
1984	10.8	9.6	10.1	14.9	11.6	14.2	11.7	13.7	19.4	12.3	12,426
1985	12.1	10.0	12.2	18.8	11.2	14.4	16.1	14.2	14.0	13.0	11,957
1986	15.6	11.8	15.3	24.5	14.3	15.1	17.1	16.8	16.3	15.7	16,131
Percent Returning											
1972	3.0	9.9	11.6	---	9.2	5.4	8.8	10.6	6.0	8.2	8,300
1975	8.7	7.0	10.3	0.0	10.6	9.6	8.2	13.5	8.6	9.6	12,957
1980	12.1	27.2	23.3	13.3	13.5	10.1	6.6	16.9	13.5	15.4	20,416
1984	9.6	14.9	15.0	15.1	12.9	11.1	3.6	15.5	10.9	11.9	12,118
1985	10.7	12.4	17.5	14.9	13.4	10.1	4.8	16.7	7.4	12.2	11,187
1986	12.4	16.4	19.1	14.0	14.1	14.9	5.3	18.5	9.2	13.9	14,250
Percent Continuing											
1972	59.8	67.4	51.5	---	54.3	64.6	53.4	60.9	45.6	57.9	58,793
1975	61.7	81.4	58.3	26.1	52.8	53.0	54.7	51.0	44.9	57.9	77,800
1980	50.0	40.5	38.8	36.8	48.6	44.3	47.6	47.8	39.0	45.3	60,015
1984	63.6	55.9	59.8	52.2	55.9	53.4	61.1	53.7	52.8	57.2	57,945
1985	60.8	57.2	52.3	44.6	56.0	56.7	53.9	51.5	68.0	55.9	51,317
1986	53.1	48.1	45.3	38.1	50.1	41.5	50.8	44.3	40.0	47.2	48,358
Total Enrollment											
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	100.0	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1977; and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1986.

FIGURE 9

ENROLLMENT BY ENTERING STATUS, FALL 1972 - FALL 1986

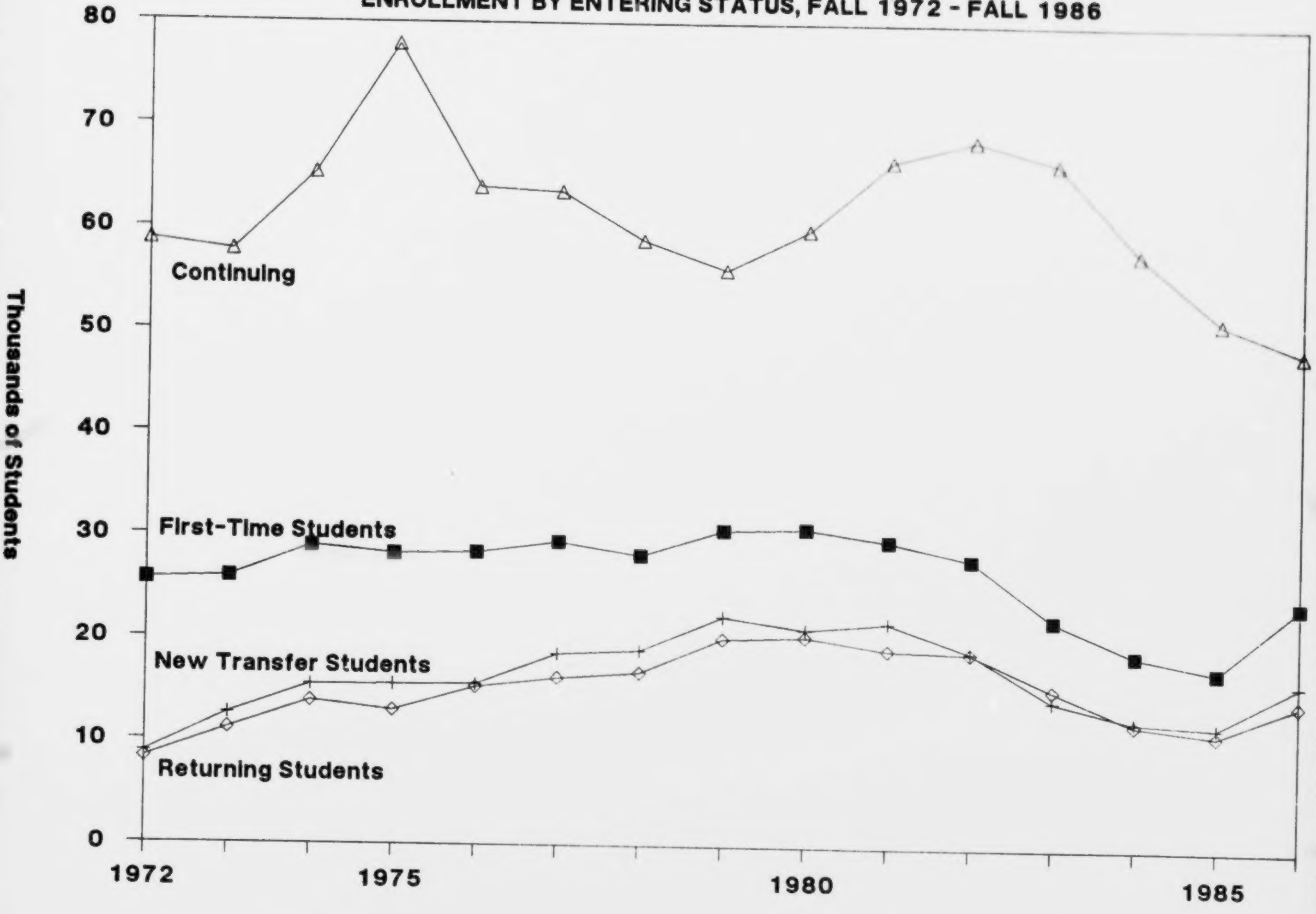


Table 11: Enrollment by Educational Goal and College, Fall 1983 - Fall 1986

Description

Table 11 shows the percentage distribution of student educational goals options at all nine colleges for fall semesters 1983 through 1986. Educational goal options are transfer, general education associate degree, vocational associate degree, vocational certificate and job skills. The transfer goal category is aggregated from two levels of transfer interest (transfer with AA and without AA).

These data, which are only available since 1983, are collected by asking students at registration what their most important goal is among a list of alternatives. Each student must decide which objective is most important or accurate, even though he or she may be pursuing more than one goal. The percentages of nonresponses are recorded because of their large numbers in the student pool. Included in the percentage of non-responses are "undecided" and "other" goals. This "unknown" response category is shown in percentages for each college and the District at the bottom of the table.

The high rate of non-response, combined with the paucity of historical data on educational goals, means that caution should be exercised in the interpretation of these statistics.

Discussion

Transfer goals, accounting for the largest proportion of student choices, continued to rise through 1986 (47.3% in 1983 to 51.8%). Totalling all vocational goal categories, proportions fell slightly over the period (41.5% to 39%), with greater decline in job skills (21% to 18.3%) offset by modest gains in certificate and associate categories. General education associate degree also fell two percentage points (11.2% to 9.2%).

Individual colleges generally showed similar changes over the same period in transfer and job skill goals as those of the District, but they differed from each other and from the District in the actual proportions of these two goals, reflecting the diverse character of the colleges, their students and the communities they serve. For example, transfer goals ranged from a low of 15.6% at Trade-Tech to a high of 62.2% at Valley in 1986, while percentages of job skill-related goals ranged from 11% each at Harbor and Pierce to 45% at Trade-Tech. At each college, except at Mission, Trade-Tech, West and Southwest, the majority of students indicated transfer as their educational goal. Trade-Tech had the highest combined percentage of vocational-related goals. In Fall 1986, Southwest and West had significant declines in their transfer goals and corresponding increases in job skill goals.

About 36% of the District's students did not state an educational goal; this percentage of non-response has increased 10% since 1984. In Fall 1986, Southwest had the highest percentage of non-responses (54%), overtaking Valley (51%) and followed by Mission and West (44% each). The lowest rates of non-responses were at Trade-Tech and Pierce (21% each). Even with these varying rates of non-response, the data that are available at the college and district levels have been relatively consistent.

Other sources of information on student goals include the biennial student surveys and ASSET orientation questionnaires. These sources vary somewhat in their response pools and the wording of the questions. For example, the Spring 1987 Student Survey, which included a question on the type of institution the student would attend if he/she were to transfer, provides additional information. A comparison of these data with the 1986-87 student data tape indicates that districtwide proportions of transfer-bound students were comparable using either source, but that college-level data varied considerably. These differences suggest sampling bias resulting from non-response (both sources) and small sample size (survey). ASSET data are similarly biased in representing entering but not continuing students, although useful for describing matriculating students. By distinguishing between degree objective and educational goal (reason for attending college), the student survey shows an overlap of interest in obtaining a bachelor's degree between those stating transfer and vocational goals; of those seeking a bachelor's degree, 57.6% are transfer students and 26.0% are vocational. Because of data collection procedures, the student survey is biased towards full-time and day students, who are more inclined towards transfer and higher degree goals than evening students.

TABLE 11
ENROLLMENT BY EDUCATIONAL GOAL AND COLLEGE, FALL 1983 - FALL 1986

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent Transfer											
1983	53.5	50.2	53.4	35.8	58.3	44.6	16.4	51.8	45.5	47.3	56,096
1984	55.1	53.3	55.9	36.5	61.9	47.3	17.5	56.5	48.0	50.3	51,002
1985	55.7	53.2	58.7	39.8	59.7	44.5	17.1	60.6	51.3	51.0	46,766
1986	61.0	53.2	61.8	38.5	60.6	39.9	15.6	62.2	48.5	51.8	53,077
Percent General Education Associate Degree											
1983	8.6	12.3	12.0	11.6	10.8	16.0	11.0	11.8	9.2	11.2	13,238
1984	9.1	10.3	11.3	13.0	9.3	14.8	10.3	10.3	8.9	10.2	10,338
1985	10.8	10.1	10.7	15.0	8.4	16.5	9.2	9.6	8.8	10.0	9,207
1986	8.3	10.5	11.6	12.4	7.6	14.0	8.0	8.8	8.9	9.2	9,484
Percent Vocational Associate Degree											
1983	10.7	8.9	13.9	6.8	10.8	11.5	16.3	8.6	10.2	11.0	13,013
1984	12.5	12.5	14.7	8.6	10.6	12.7	20.9	9.0	10.0	12.4	12,595
1985	10.6	12.1	13.1	6.7	13.7	13.7	18.7	9.0	9.4	12.2	11,232
1986	10.6	11.9	10.2	7.0	14.7	11.6	18.6	7.6	9.0	11.6	11,923
Percent Vocational Certificate											
1983	6.9	9.9	6.9	16.6	4.2	10.1	14.5	8.0	12.7	8.9	10,535
1984	7.8	9.0	6.1	16.3	4.0	10.4	17.0	8.3	13.1	9.1	9,213
1985	7.9	9.4	5.0	16.4	5.9	8.1	13.5	7.8	12.4	8.8	8,085
1986	8.7	10.1	5.0	18.2	6.6	8.7	12.8	6.6	12.6	9.1	9,301
Percent Job Skills											
1983	20.4	18.7	13.7	29.1	15.7	17.8	41.7	19.8	22.4	21.6	25,656
1984	15.5	14.9	12.0	25.6	14.2	14.7	34.3	15.9	19.9	17.9	18,151
1985	15.0	15.2	12.4	22.1	12.3	17.2	41.5	13.0	18.1	18.0	16,489
1986	11.5	14.3	11.4	23.9	10.5	25.8	45.0	14.9	21.0	18.3	18,747
Total Enrollment											
1983	17,568	15,779	9,977	3,855	21,260	6,246	14,848	20,084	8,921	100.0	118,538
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	100.0	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
Unknown as Percent of Total											
1983	48.7	24.2	29.0	40.7	23.4	44.4	18.8	37.4	22.8	31.2	
1984	36.3	31.6	31.6	42.7	22.3	32.5	18.6	40.5	27.1	30.6	
1985	29.9	29.1	35.1	41.4	21.2	41.4	19.0	54.8	31.3	32.5	
1986	35.7	35.2	38.0	43.7	21.0	54.1	20.7	51.1	43.6	35.9	

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1977; and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1986.

STUDENT AND ENROLLMENT CHARACTERISTICS

Table 12.1:	Student Enrollment Characteristics by College, Fall 1986
Table 12.2:	Student Enrollment Characteristics by College, Spring 1987

Description

Tables 12.1 and 12.2 summarize and compare variations in selected enrollment characteristics (age, ethnicity, sex, class level, entering status, unit load and time of day) by college in Fall 1986 and Spring 1987.

Discussion

Total enrollment in the District was about 7% lower in Spring 1987 than in Fall 1986, falling from 102,533 in the fall semester to 95,612 in the spring. This is a typical pattern with spring enrollment averaging 8% less than fall over the past five years. Spring enrollments were lower than fall enrollments at all the colleges.

The Fall 1986 student body had a majority of females (55%), freshmen (62%), and part-time (74%) students. Almost half the students in the District were under 25; 39% were white, 19% black, 25% Hispanic and 14% Asian. Some colleges carried majorities or strong concentrations of particular student groups; for example, at Pierce, 59% were under 25 and at Mission, 46% were over 34; at East, 64% were Hispanic, and at Southwest, 87% of students were black.

When displayed together, correlations among certain characteristics become evident. At the smaller colleges, in particular Mission, Southwest and West, high part-time enrollment, for example, was associated with above-average proportions of older, female and evening students. While the larger colleges generally attracted younger, male and day students enrolling full-time, the effects of demography or of programming are also evident. For example, City had high day enrollment in spite of somewhat older than average students; this variation reflects not only the demographics of the service area, but a concentration of day programs unique to City. In the much higher than average proportion of male students at Trade-Tech, with high day enrollment, one can recognize the dominance of traditionally male-oriented occupational programs offered during the day.

Comparing fall and spring semester enrollment characteristics displayed on the two tables, only enrollment by entering status (first-time, transfer, returning and continuing) showed significant inter-semester differences; continuing enrollments at all colleges were higher in the spring semester than in the fall, with the districtwide percentage at 63% for spring and 47% for the fall semester. The districtwide share of first-time students fell from 23% in the fall to 13% in the spring semester.

TABLE 12.1
STUDENT ENROLLMENT CHARACTERISTICS BY COLLEGE, FALL 1986
(Percentages)

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Age											
Under 25	44	54	49	26	59	40	46	47	40	48	48,992
25 - 34	35	28	26	28	23	30	32	30	31	29	29,777
Over 34	21	18	25	46	18	31	22	23	30	23	23,765
Ethnicity											
Asian	26	20	14	4	11	1	16	11	9	14	14,468
Black	20	4	15	10	3	87	35	6	49	19	19,216
Hispanic	29	64	21	37	8	9	33	16	8	25	25,360
White	20	9	47	46	74	2	14	63	31	39	39,890
Sex											
Female	51	58	58	69	52	72	40	56	63	55	56,203
Male	49	42	42	31	48	28	60	44	37	45	46,330
Class Level											
Freshman	58	62	64	72	61	69	69	61	62	63	64,194
Sophomore	18	17	15	11	17	14	14	15	14	16	16,039
Other	24	22	22	17	23	17	17	24	23	22	22,300
Entering Status											
1st-Time	19	24	20	24	22	28	27	20	35	23	23,795
Transfer	16	12	15	25	14	15	17	17	16	16	16,131
Returning	12	16	19	14	14	15	5	19	9	14	14,250
Continuing	53	48	45	38	50	42	51	44	40	47	48,358
Unit Load											
Part-Time	71	73	71	78	70	78	73	79	80	74	75,998
Full-Time	29	27	29	22	30	22	27	21	20	26	26,535
Time of Day											
Day	48	47	41	28	49	44	52	39	36	44	45,225
Day/Evening	18	18	14	21	16	8	9	13	12	15	14,897
Evening	34	35	45	51	36	47	39	48	52	41	42,411
Enrollment	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100	102,533

Source: ENROLLMENT AND ATTENDANCE REPORTS, Office of Enrollment Management, Division of Educational Research and Development, 1974 through 1977; and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1986.

Note: Enrollment percentages from "Other" ethnic groups are not shown here.

TABLE 12.2
STUDENT ENROLLMENT CHARACTERISTICS BY COLLEGE, SPRING 1987
(Percentages)

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Age											
Under 25	44	55	48	27	59	40	44	49	38	49	46,754
25 - 34	34	27	26	28	24	31	33	29	31	29	27,727
Over 34	21	18	26	45	17	29	24	22	31	23	21,991
Ethnicity											
Asian	27	20	14	4	12	1	16	11	10	15	14,342
Black	18	4	14	10	3	88	34	6	45	18	17,210
Hispanic	29	66	20	38	8	8	33	15	8	25	23,903
White	21	8	50	46	73	2	14	63	33	39	37,289
Sex											
Female	50	58	58	69	51	72	41	55	62	54	51,630
Male	50	43	42	32	49	28	60	45	38	46	43,982
Class Level											
Freshman	58	64	64	69	62	72	66	61	62	63	60,236
Sophomore	16	16	14	11	16	14	15	15	13	15	14,342
Other	26	20	22	20	22	14	19	24	25	22	21,130
Entering Status											
1st-Time	11	13	10	20	10	18	16	10	24	13	12,430
Transfer	11	9	13	17	11	13	16	13	17	13	12,430
Returning	11	14	14	13	12	13	5	14	7	11	10,804
Continuing	66	65	62	54	67	56	63	63	53	63	60,236
Unit Load											
Part-Time	70	73	72	80	73	79	73	79	82	75	71,327
Full-Time	30	27	28	20	27	21	27	21	18	25	24,285
Time of Day											
Day	49	46	38	27	47	43	52	39	35	43	41,113
Day/Evening	19	20	15	18	18	11	10	15	12	16	15,298
Evening	33	34	46	56	35	46	39	47	53	41	39,201
Enrollment	13,873	11,778	8,133	4,345	17,177	3,957	11,928	16,381	8,040	100	95,612

Source: ENROLLMENT AND ATTENDANCE REPORTS, Office of Enrollment Management, Division of Educational Research and Development, 1974 through 1977; and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1987.

Note: Enrollment percentages from "Other" ethnic groups are not shown here.

Table 13: Weekly Student Contact Hours (WSCH) per Enrollment, 1979-80 through 1986-87
Figure 10: WSCH per Enrollment, 1979-80 and 1986-87

Description

Table 13 shows changes in weekly student contact hours (WSCH) per enrollment for fall and spring semesters between 1979-80 and 1986-87 for all the colleges and the District.

Figure 10 shows districtwide WSCH per enrollment trends for fall and spring semesters at each college in 1978-79 and 1986-87.

Discussion

Districtwide, WSCH to enrollment ratios ranged from 9.2 to 9.6 for fall semesters and from 9.2 to 9.6 for spring semesters between 1979-80 and 1986-87. Since the start of the data series, each semester's ratio fluctuated according to short-term relative changes in WSCH and enrollment. In 1981-82 and 1986-87, for example, when enrollment growth exceeded WSCH growth, the WSCH per enrollment ratio reached its lowest level of the eight-year period. In general, fall WSCH per enrollment exceeded spring's by about .1. Over the long term, however, the decline in districtwide WSCH per enrollment ratios is associated with an aging population base in which older students take lower loads than younger students.

At the college level, Fall 1986 WSCH to enrollment ratios ranged between 7.1 and 12.0. Colleges with low WSCH per student were Mission, West, Valley and Southwest, while colleges with high ratios were Trade-Tech and City. Low WSCH per student correlated with high incidence of part-time enrollment, which in turn correlated with high percentages of older, working and female students (see Table 7); Mission, Valley and Southwest displayed above-average proportions of students taking fewer than 6 units, while Southwest had a relatively high percentage of part-timers in the 6-11 unit load category. Trade-Tech and City have both had high WSCH to enrollment and proportions of students taking a full-time load. Pierce and Harbor, however, showed strong full-time enrollment but slightly below-average WSCH-enrollment because their transfer-oriented courses and PACE programs, while generally associated with high loads, tend to generate less WSCH than vocational and lab-oriented programs, such as those offered at Trade-Tech and City.

In Figure 10, changes in WSCH per enrollment from fall to spring semesters in 1979-80 and 1986-87 are graphically displayed. Generally, students take lighter loads in the spring semester, except at City and Mission in 1979-80 and at East in 1986-87, where spring loads exceeded fall's by between .1 and 1. The decline in WSCH per enrollment over time was most dramatic at East and Southwest. At City and Mission, the opposite in WSCH per enrollment trends were observed, rising 1.3 at City and 0.8 at Mission between

1979-80 and 1986-87. These counter-trends at City and Mission can be explained by new program and course offerings which increased WSCH per student (for example, the PACE program at Mission and an increasing proportion of vocational and lab courses at City), despite student characteristics favoring lower loads.

TABLE 13
WEEKLY STUDENT CONTACT HOURS (WSCH) PER ENROLLMENT, 1979-80 THROUGH 1986-87

		City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1979-80	Fall	8.47	12.27	9.50	6.34	9.28	9.47	12.09	8.62	8.17	9.63
	Spring	9.48	10.29	9.37	6.43	9.16	9.46	12.04	8.46	7.99	9.49
1980-81	Fall	7.61	12.27	9.28	6.19	9.40	9.56	12.24	8.57	8.15	9.51
	Spring	9.31	10.07	9.47	5.99	9.35	9.49	12.11	8.47	8.27	9.49
1981-82	Fall	8.05	11.67	9.04	5.80	9.21	9.42	11.66	8.22	7.77	9.28
	Spring	9.42	10.09	9.19	5.88	9.04	9.64	11.42	8.42	7.56	9.26
1982-83	Fall	10.00	9.26	9.72	6.29	9.19	9.32	12.05	8.43	8.18	9.42
	Spring	10.00	9.42	10.10	6.05	9.35	9.42	12.54	8.49	8.52	9.60
1983-84	Fall	10.05	9.83	9.61	6.10	9.23	9.15	12.15	8.46	8.72	9.55
	Spring	10.43	9.23	9.41	5.99	9.27	8.86	12.31	8.32	8.25	9.45
1984-85	Fall	10.24	9.51	9.51	5.90	9.23	9.14	12.68	8.29	8.56	9.54
	Spring	10.37	9.56	9.43	5.88	9.22	9.05	12.86	8.26	8.34	9.58
1985-86	Fall	10.24	9.47	9.54	6.30	9.37	9.23	12.57	8.35	8.63	9.59
	Spring	10.13	9.38	9.26	6.55	9.17	9.10	13.04	8.28	8.74	9.54
1986-87	Fall	9.74	9.20	9.33	7.14	9.19	8.34	12.03	8.26	8.09	9.24
	Spring	9.71	9.31	8.93	6.86	9.14	8.40	11.92	8.21	7.87	9.17

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1977 and Board of Informatives Reports, 1979 through 1987.

FIGURE 10

WSCH PER ENROLLMENT, 1979-80 AND 1986-87

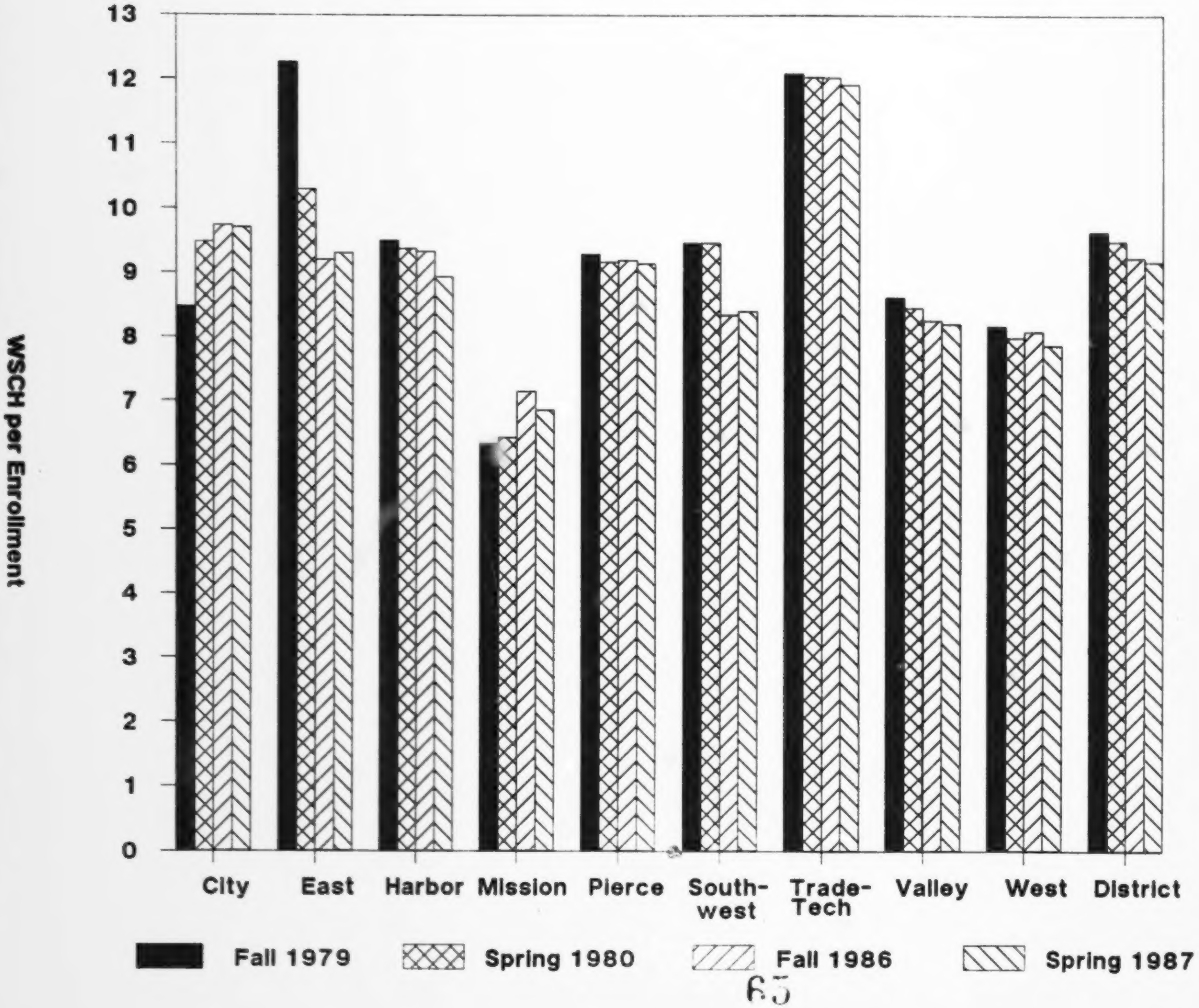


Table 14:	Weekly Student Contact Hours (WSCH) by Selected Activity, Fall 1981 - Fall 1986
Figure 11:	WSCH by Major Discipline Group, Fall 1981 - Fall 1986

Description

Table 14 presents 1981-1986 WSCH for activity code curricular groups which carried more than 10,000 WSCH in Fall 1986. Activity codes combine related disciplines which usually have common credentialing requirements and/or accounting codes. Total WSCH for the remaining, smaller disciplines are also given in the table. Two sets of percentage changes in WSCH are computed: the annual change from Fall 1985 to Fall 1986, and the change from the peak enrollment during that six-year period to Fall 1986.

Figure 11 illustrates WSCH trends and variations for the 10 largest major code discipline groups, which are combinations of related activity groups, for fall semesters 1981, 1985 and 1986.

Discussion

During the Fall 1981 - Fall 1986 period, change in total WSCH followed that of unduplicated enrollment, with increasing declines between Fall 1982 and Fall 1985, and an upturn in Fall 1986. The overall five-year decrease was 26%, with the most recent annual change from Fall 1985 to Fall 1986 an 8% increase.

WSCH produced by the various activity groups ranged from highs of more than 80,000 to lows of less than 5,000. In Fall 1986, five of these activity groups generated more than a third of total WSCH (36%). The top WSCH producers were math and English, followed by business, physical education and health, and computer science. This rank order differs from Fall 1981, when business led, followed by physical education/health, math, English and psychology.

Comparing changes in WSCH among the five largest activity groups since their peak years, English was the only group to have grown (14%), while math declined the least (4%). Physical education/health fell by 52%, business by 29% and psychology by 46%. Among other activity groups generating more than 10,000 WSCH, music and public services reduced their WSCH substantially, both declining by more than 40%. Humanities and economics were the only other activities, besides English, which had expanded their WSCH size since their peaks (78% and 16%), much of the increase occurring in 1986.

Between 1985 and 1986, humanities WSCH gained 119%, the highest growth rate among the activity groups shown on the table. In Fall 1986, PACE WSCH accounted for 63% of total humanities WSCH. English WSCH grew by 23%, exceeding the growth of other top WSCH producers. English overtook business in WSCH rank order in 1986, and if trends continue, by 1987, it will overtake math to rank first. Other activity groups with significant WSCH growth in 1986 were economics (61%), developmental studies (53%), history and social science (47%).

Figure 11 graphically illustrates declines in WSCH by major discipline groupings. The sharp declines in business, physical education/health and social science since 1981 contrast vividly with the more stable enrollment in the English and math groups. The clustering of related, smaller disciplines into the larger industrial technology and fine/applied arts categories also dramatizes the extent of their overall decline since Fall 1981.

TABLE 14
WEEKLY STUDENT CONTACT HOURS (WSCH) BY SELECTED ACTIVITY, FALL 1981 - FALL 1986

Activity Code	Fall 1981	Fall 1982	Fall 1983	Fall 1984	Fall 1985	Fall 1986	% Change 1985-86	% Change Peak-1986
Mathematics	84,764	87,736	86,825	83,250	78,154	84,376	8.0	-3.8
English	69,497	72,271	71,824	69,144	66,893	82,447	23.3	14.1
Business	116,103	104,748	91,493	78,630	70,595	82,169	16.4	-29.2
Physical Ed, Health	111,132	105,254	84,485	67,973	62,610	53,162	-15.1	-52.2
Computer Sciences	46,311	53,460	47,823	40,169	34,250	35,300	3.1	-34.0
Foreign Language	45,115	44,374	40,861	32,597	28,409	33,620	18.3	-25.5
Office Administration	43,607	48,790	43,386	36,510	30,132	31,376	4.1	-35.7
Biological Science	46,585	47,339	41,887	36,534	31,108	30,555	-1.8	-35.5
History & Social Science	32,766	33,544	29,661	23,179	20,481	30,162	47.3	-10.1
Art	44,928	41,603	33,225	28,533	25,042	28,411	13.5	-36.8
Psychology	48,869	47,831	41,893	31,065	27,761	26,168	-5.7	-46.5
Nursing	36,412	34,396	31,012	29,475	29,375	25,374	-13.6	-30.3
Electronics	34,468	34,758	32,664	28,509	24,460	23,299	-4.7	-33.0
Music	38,541	37,285	29,334	23,054	19,436	22,339	14.9	-42.0
Speech	24,695	25,569	23,622	21,887	19,968	21,858	9.5	-14.5
Chemistry	28,629	28,984	25,651	23,483	20,491	20,673	0.9	-28.7
Consumer Studies	21,808	20,942	19,114	17,210	16,295	17,625	8.2	-19.2
Developmental Studies	16,613	16,007	14,454	11,298	10,139	15,542	53.3	-6.4
Economics	12,710	12,914	12,720	10,551	9,282	14,931	60.9	15.6
Theater Arts, Cinema	21,715	19,533	17,407	14,455	13,799	14,661	6.2	-32.5
Sociology	17,262	17,396	15,633	12,029	9,554	14,292	49.6	-17.8
Child Development	14,662	16,170	14,368	12,780	11,630	13,870	19.3	-14.2
Construction Trades	17,104	15,957	14,023	12,481	12,655	13,533	6.9	-20.9
Humanities	7,490	6,979	6,111	5,692	6,117	13,368	118.5	78.5
Physical Science	19,695	19,435	15,886	12,468	14,028	12,973	-7.5	-34.1
Automotive	20,891	19,957	17,510	16,070	14,577	12,769	-12.4	-38.9
Philosophy	10,971	12,777	12,144	11,515	13,161	12,429	-5.6	-2.7
Political Science	18,376	18,282	16,377	13,192	11,877	12,159	2.4	-33.8
Public Services	18,574	17,498	15,357	11,459	10,455	10,846	3.7	-41.6
Physics	12,455	13,556	13,421	12,431	11,392	10,823	-5.0	-20.2
Engineering	11,696	12,357	10,568	10,164	9,875	10,171	3.0	-17.7
Subtotal	1,094,444	1,087,702	970,739	837,787	764,001	831,281	8.8	-24.0
Total of Remaining Disciplines	179,368	176,025	153,294	128,683	115,051	115,074	0.0	-35.8
District Total	1,273,812	1,263,727	1,124,033	966,470	879,052	946,355	7.7	-25.7

Source: Office of Research, Planning and Analysis, Division of Educational Research and Development.

FIGURE 11

WSCH BY MAJOR DISCIPLINE GROUP, FALL 1981 - FALL 1986

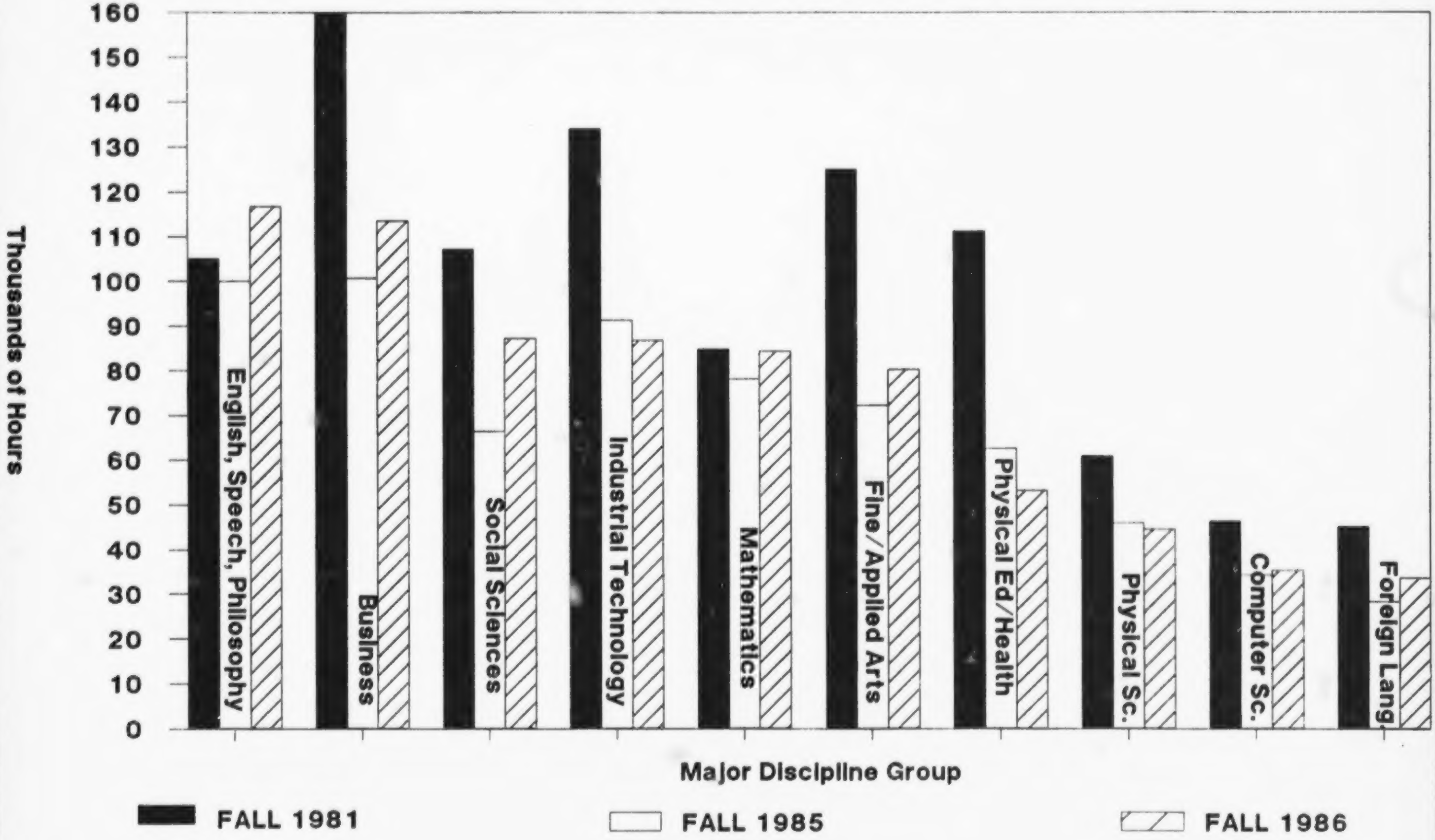


Table 15.1:	Staffing Patterns by Selected Activity, Fall 1981 - Fall 1986
Table 15.2:	Productivity by Selected Activity, Fall 1981 - Fall 1986
Figure 12:	Enrollment per Weekly Faculty Contact Hour, Fall 1981 - Fall 1986

Description

Tables 15.1 and 15.2 show staffing patterns and productivity according to the activity groups presented in Table 14. Table 15.1 enumerates faculty positions in terms of full-time equivalents (FTEs) actively teaching in the activity groups, with the percentages of regular FTE also shown. Table 15.2 looks at productivity measured by enrollment per weekly faculty contact hour and its percentage change over the five-year period. This measure approximates the average class size in the activity group.

Figure 12 presents a histogram of enrollment per weekly faculty contact hour for major discipline groups, which are larger aggregations of related disciplines than the activity groups shown in Tables 15.1 and 15.2, for fall semesters 1981, 1984 and 1986.

Discussion

The number of full-time equivalent (FTE) faculty in the District was 2,069 in Fall 1986, 683 fewer than in Fall 1981. This number has declined continuously since its peak in 1981, following corresponding decreases in enrollment and WSCH since 1981. Over the six-year period, only eight of the major activity groups shown on Table 15.1 have increased their FTE; three were top WSCH producers in 1986 (math, English and computer science), others were developmental studies, economics, humanities (activities with significant WSCH gains in 1986), philosophy and engineering. Table 15.1 shows that activity groups with larger WSCH generally have more FTEs. Nursing was the exception because of its high faculty to WSCH ratio; although its Fall 1986 rank by WSCH was twelfth, it was fourth when ranked according to FTE size.

Between Fall 1981 and Fall 1986, regular FTE as a proportion of total FTE rose from 66% to 71%. Table 15.1 shows an incline in regular faculty shares in almost all the activity areas except math, English, chemistry, economics, philosophy and physics. Higher attrition among part-time than regular faculty reflects declining overall WSCH and enrollment in the District, particularly in activity groups with above-average enrollment declines. Other factors influencing regular to hourly faculty ratios include retirement, programming and the availability of regular faculty to teach new courses.

Because of their size and growth, four of the top five WSCH producers (math, English, business and computer science) had lower shares of regular faculty than average, ranging from 48% to 60%, compared with 71% for the District. Math and English, in particular, have expanded their hourly FTE to accommodate new enrollment and curricular demands. In contrast, activities which had shrunk in WSCH (for example, physical ed/health, nursing and psychology) were almost fully staffed by regular faculty. Two activities that continued to depend very heavily on part-time faculty were business and

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less than 50% were part-time) although over time, their shares of regular FTE have increased. Because of a dominant 3-hour per week lecture and the availability of qualified hourly-rate instructors, these disciplines have traditionally had larger proportions of hourly FTE than disciplines with long, laboratory courses in specialized content.

Productivity changes are measured by enrollment per weekly faculty contact hour, or average class size (Table 15.2). Variations are largely the result of differences in classroom capacity and teaching methods, with disciplines which require laboratory or clinical settings lower in class size than disciplines which rely on the lecture mode. Other factors are enrollment demand, recruitment efforts, staffing and equipment. Between Fall 1982 (the peak) to Fall 1986, the districtwide class size fell from 31.7 to about 26.4 in 1985 before rising to 29.2 in 1986. English, math and business each had higher-than-average class sizes of about 35. Physical ed/health was 26 in 1986, having dropped from 35 in 1982. In 1986, productivity gain in the District was 10.6%; for the most part, this gain reflected the overall enrollment upturn and, enrollment in PACE subjects (history and social science, economics, sociology and humanities), with average class sizes which exceeded 40 in 1986.

Figure 12 illustrates variations in average class size among large instructional categories and in their productivity gains or losses over time. In most discipline groups, class size gains or losses were within a range of 5 students. An exception is computer sciences, with the very large Fall 1981 class size of 43 dropping to 31 in Fall 1986. It is probable that both available equipment and course offerings were inadequate to meet enrollment demand in 1981, while by 1986 demand and resources were aligned. Since Fall 1981, average class size in the English, social science and foreign language disciplines had increased, while falling in all other groups. Because of enrollment increases between Fall 1985 and Fall 1986, average class size rose in all discipline groups.

TABLE 15.1
STAFFING PATTERNS BY SELECTED ACTIVITY, FALL 1981 - FALL 1986

Activity	Faculty (Full-time Equivalents)						% Regular Faculty	
	1981	1982	1983	1984	1985	1986	1981	1986
Mathematics	149.7	145.3	146.3	157.5	151.3	158.5	66.8	59.9
English	182.9	178.2	174.3	179.9	174.7	196.5	69.7	59.3
Business	213.2	176.8	168.0	177.8	156.5	159.8	38.8	48.2
Physical Ed, Health	189.5	157.2	146.1	147.5	126.1	101.2	78.5	98.7
Computer Sciences	70.4	84.1	82.4	81.4	73.6	73.8	42.6	56.4
Foreign Language	109.0	96.5	89.2	90.6	78.7	77.8	56.4	63.0
Office Administration	102.9	98.6	93.8	90.5	78.6	79.0	57.2	59.3
Biological Science	93.0	93.0	89.8	88.2	79.3	77.1	71.1	73.2
History & Social Science	65.6	63.2	60.0	53.6	49.0	49.5	84.3	93.9
Art	104.4	95.4	80.2	79.8	60.9	66.8	60.5	78.2
Psychology	105.7	96.1	91.5	79.0	65.8	50.7	71.2	99.2
Nursing	155.5	138.6	135.9	127.7	125.1	104.8	85.2	96.1
Electronics	58.9	59.3	56.7	58.2	53.4	51.4	58.1	55.5
Music	90.7	87.3	75.9	69.8	58.3	60.0	62.7	71.9
Speech	57.8	52.0	50.4	51.0	45.6	44.6	67.4	69.1
Chemistry	61.2	55.9	56.9	56.2	49.3	47.6	75.3	71.5
Consumer Studies	47.5	42.2	39.8	37.1	31.6	36.1	68.1	71.8
Developmental Studies	34.9	31.3	30.6	31.7	27.7	37.7	49.7	67.5
Economics	22.0	22.1	21.4	20.6	18.8	22.9	72.7	66.8
Theater Arts, Cinema	51.9	47.6	45.6	46.1	38.6	38.4	67.1	69.3
Sociology	37.0	32.6	31.0	28.3	23.2	22.8	80.4	95.6
Child Development	31.3	30.4	27.9	29.0	26.2	27.8	57.3	68.2
Construction Trades	27.2	26.7	24.8	23.5	24.0	22.6	70.0	70.9
Humanities	18.6	13.4	11.5	13.6	12.2	19.8	75.2	87.4
Physical Science	41.7	35.7	31.5	30.4	29.6	26.3	73.6	75.1
Automotive	39.4	41.6	38.4	36.9	34.2	28.0	74.8	92.4
Philosophy	24.4	23.6	22.8	23.5	24.4	24.8	84.4	75.8
Political Science	33.9	33.8	33.1	28.5	25.9	21.8	80.3	92.7
Public Services	35.0	30.0	28.5	28.9	24.0	22.2	33.5	38.1
Physics	29.8	31.0	32.8	30.6	30.2	29.7	72.4	68.7
Engineering	23.1	25.9	24.3	26.3	23.1	27.0	56.4	56.0
Subtotal	2308.1	2145.4	2041.4	2023.7	1819.9	1807.0	65.6	70.0
Total of Remaining Disciplines	398.4	372.4	333.9	328.5	296.92	261.5	67.9	77.1
District Total	2706.5	2517.8	2375.3	2352.2	2116.82	2068.5	65.9%	70.9%

Source: Office of Research, Planning and Analysis, Division of Educational Research and Development.

TABLE 15.2
PRODUCTIVITY BY SELECTED ACTIVITY, FALL 1981 - FALL 1986

Activity	Enrollment/Weekly Faculty Contact Hour						% Change	
	1981	1982	1983	1984	1985	1986	1985-86	Peak-1986
Mathematics	37.7	40.3	39.6	35.2	34.4	35.5	3.1	-11.8
English	31.6	33.8	34.3	32.0	31.9	34.8	9.4	1.5
Business	36.2	39.2	36.1	29.2	29.8	34.0	13.9	-13.4
Physical Ed, Health	30.8	35.4	30.8	24.5	26.5	26.3	-0.6	-25.6
Computer Sciences	43.2	41.6	38.0	32.1	30.6	31.3	2.2	-27.5
Foreign Language	27.6	30.7	30.5	24.0	24.2	28.8	19.7	-6.0
Office Administration	28.1	30.7	29.6	26.0	24.2	26.5	3.6	-19.4
Biological Science	33.4	33.9	31.1	27.6	26.2	26.0	-0.6	-23.4
History & Social Science	33.3	35.4	33.0	28.8	27.8	41.6	49.4	17.5
Art	27.5	27.5	26.3	22.6	25.8	26.9	4.3	-2.1
Psychology	30.8	33.2	30.5	26.2	28.1	34.4	22.3	3.7
Nursing	13.0	13.8	12.7	12.9	13.0	13.5	3.1	-2.2
Electronics	35.4	35.9	35.1	29.9	28.1	27.9	-0.9	-21.1
Music	28.3	28.5	25.8	22.0	22.2	24.8	11.8	-12.8
Speech	28.5	32.8	31.2	28.6	29.2	32.7	11.9	-0.3
Chemistry	31.2	34.5	30.0	27.9	27.7	29.0	4.5	-16.1
Consumer Studies	26.2	27.9	27.0	25.7	28.7	26.9	-6.4	-0.3
Developmental Studies	38.4	41.9	38.9	29.2	30.1	33.6	11.9	-19.9
Economics	38.5	39.0	39.6	34.1	32.9	43.5	32.1	9.7
Theater Arts, Cinema	27.9	27.4	25.5	20.9	23.8	25.5	7.0	-8.7
Sociology	31.1	35.6	33.6	28.3	27.5	41.8	52.2	17.5
Child Development	31.2	35.5	34.4	29.4	29.5	33.2	12.6	-6.3
Construction Trades	30.1	28.5	26.9	25.2	25.2	28.6	13.6	-5.0
Humanities	26.9	34.8	35.3	27.9	33.4	45.5	36.2	29.0
Physical Science	31.6	36.3	33.7	27.4	31.8	32.8	3.6	-9.4
Automotive	27.6	24.7	23.4	22.5	21.7	23.2	7.3	-15.7
Philosophy	30.0	36.1	35.5	32.7	36.0	33.4	-7.9	-7.4
Political Science	36.1	36.1	33.0	30.9	30.5	37.2	21.8	3.0
Public Services	35.3	38.7	36.0	26.5	29.1	32.5	11.8	-15.9
Physics	27.7	29.2	27.3	27.1	25.1	24.3	-3.2	-16.7
Engineering	32.1	30.5	27.8	24.4	26.4	23.1	-11.0	-27.1
	29.8	31.7	30	26.1	26.4	29.3	10.6	-7.9

Source: Office of Research, Planning and Analysis, Division of Educational Research and Development.

FIGURE 12

ENROLLMENT PER WEEKLY FACULTY CONTACT HOUR, FALL 1981 - FALL 1986

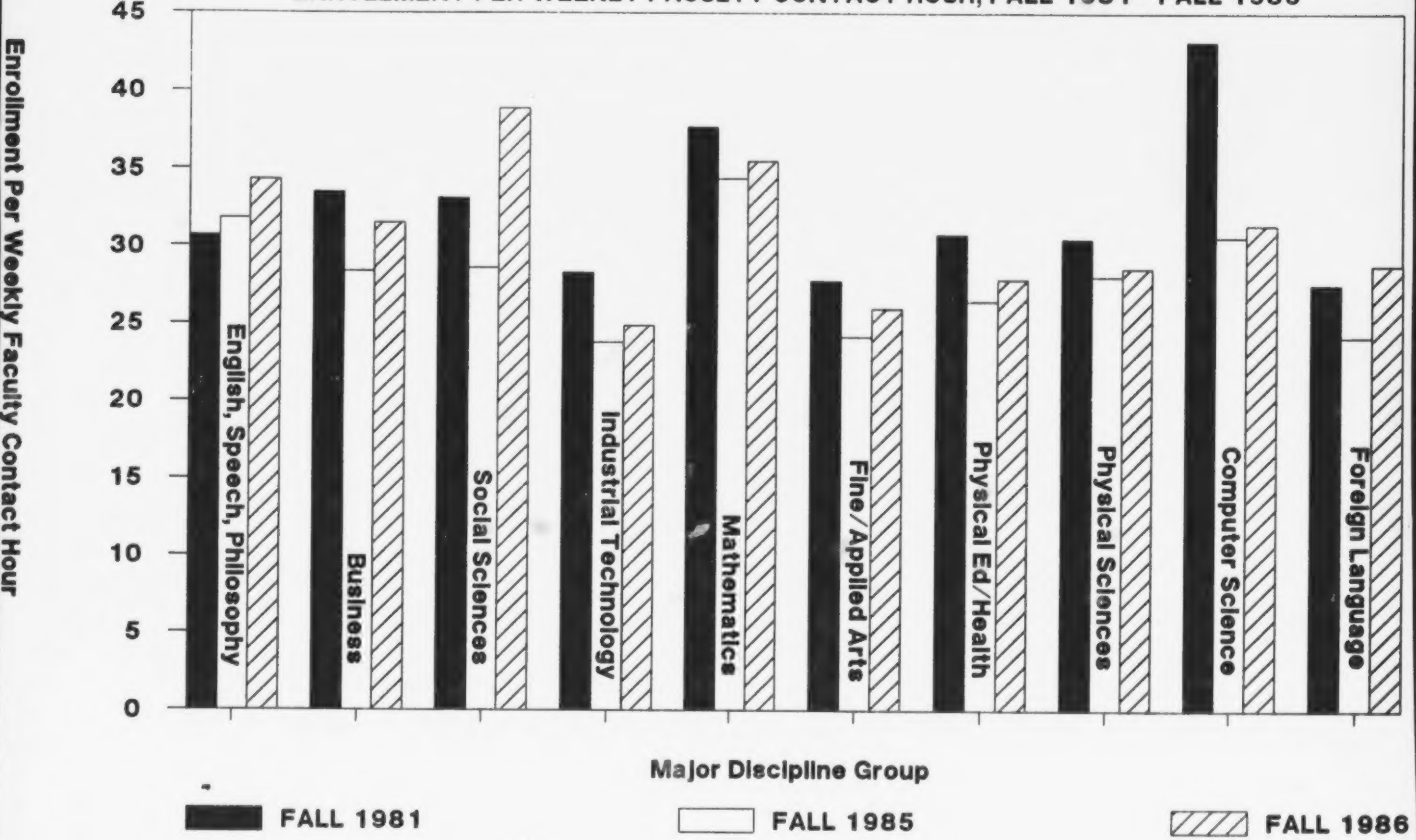

Table 16:	Weekly Student Contact Hours (WSCH) by Course Classification and College, Fall 1980 - Fall 1986
Figure 13:	WSCH by Course Classification, Fall 1986

Description

Table 16 presents the annual percentage distribution of WSCH by course classification for Fall 1980 through Fall 1986 for all colleges. Course classifications are divided into three categories: Liberal Arts and Sciences, Prerequisite and Developmental, and Occupational.

Figure 13 compares WSCH among Liberal Arts and Sciences, Prerequisite/Developmental and Occupational classifications for each college in Fall 1986.

Discussion

Percentages of course classification WSCH varied widely from one college to another, depending on student interest and goals and the programs offered at each college. For example, transfer and PACE students produced more Liberal Arts and Sciences WSCH, while vocational students generated Occupational WSCH. In 1986, Pierce, Valley and Harbor had the highest percentage shares of Liberal Arts & Sciences WSCH (over 54% each), while Trade-Tech had the lowest (16%). On the other hand, the percentage of Occupational WSCH was highest at Trade-Tech (75%). Prerequisite/Developmental WSCH ranged from a low of 9% at Pierce and Trade-Tech to a high of 20% at Southwest. The most significant amount of change in these categories occurred in the last year. Districtwide Prerequisite and Developmental WSCH grew from 9.5% to 13.6% between 1985 and 1986, increasing 18% to 84% among the colleges; the highest growth rates took place at Pierce (84%), Harbor (70%) and Valley (55%). Proportions of Occupational WSCH fell 2.2 percentage points districtwide, declining at all colleges from .3 percentage points (West) to 4.2 percentage points (Mission).

Liberal Arts and Sciences accounted for 46.5% and Occupational WSCH 39.9% of the total WSCH in the District in 1986. Although these two categories continued to dominate course classification WSCH between 1980 and 1986, they both had declined in importance compared to Prerequisite and Developmental WSCH, which had increased from 7.4% to 13.6% of total WSCH in the same period. Individual college trends in course classification WSCH paralleled the District's overall trends; however, they differed from the District in the actual distribution and extent of annual change. In 1986, the direction of changes in each of the three WSCH categories at the college level also followed that of the District.

TABLE 16
WEEKLY STUDENT CONTACT HOURS (WSCH) BY COURSE CLASSIFICATION AND COLLEGE, FALL 1980 - FALL 1986

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent Liberal Arts & Sciences											
1980	51.1	55.5	55.0	51.7	62.2	48.5	17.9	58.2	46.9	49.6	625,225
1981	50.8	55.0	56.6	50.1	62.1	48.0	17.7	60.6	45.0	49.6	633,199
1982	51.9	54.9	55.5	50.3	60.8	47.5	18.5	61.4	47.1	50.0	634,425
1983	51.8	54.8	57.0	48.7	63.3	44.4	18.3	61.4	45.7	49.9	565,596
1984	50.8	54.9	56.1	44.1	60.9	43.4	16.1	60.8	42.1	48.5	468,716
1985	50.1	53.6	58.7	50.4	60.5	42.5	16.8	59.9	41.7	48.3	425,608
1986	46.8	51.3	54.7	51.8	58.6	39.6	16.2	56.9	39.8	46.5	440,500
Percent Prerequisite and Developmental											
1980	7.6	11.1	8.6	10.9	4.3	14.6	5.3	5.6	7.7	7.4	92,877
1981	11.8	10.3	8.8	13.9	4.0	12.7	5.5	5.3	8.1	7.9	101,084
1982	11.4	10.6	8.9	14.7	3.8	14.7	5.9	5.3	7.1	7.9	100,710
1983	12.1	11.4	9.2	15.1	3.8	15.2	6.0	5.8	13.6	8.7	98,359
1984	12.8	12.5	9.9	16.5	4.3	14.4	6.6	7.1	11.5	9.1	88,168
1985	13.4	13.3	9.7	14.3	5.0	15.0	6.7	7.8	12.0	9.5	83,824
1986	17.6	17.3	16.4	17.1	9.2	20.3	9.1	12.0	14.2	13.6	129,064
Percent Occupational											
1980	41.2	33.5	36.4	37.3	33.5	36.9	76.9	36.2	45.4	43.0	541,669
1981	37.3	34.8	34.6	36.0	33.9	39.3	76.8	34.1	46.9	42.4	541,598
1982	36.8	34.5	35.6	35.0	35.5	37.8	75.6	33.4	45.8	42.1	533,540
1983	36.2	33.8	33.8	36.1	32.9	40.3	75.8	32.8	40.7	41.4	468,521
1984	36.4	32.6	34.1	39.4	34.8	42.2	77.4	32.1	46.4	42.4	409,848
1985	36.4	33.1	31.6	35.3	34.5	42.5	76.6	32.4	46.3	42.1	370,837
1986	35.6	31.4	28.8	31.1	32.2	40.1	74.7	31.1	46.0	39.9	377,381
Percent of WSCH Coded by Course Classification											
1980	81.9	86.4	80.5	75.5	80.5	82.6	79.1	83.7	85.0	82.1	1,033,995
1981	93.2	90.3	85.4	80.0	86.2	87.2	89.8	90.8	89.4	89.2	1,137,696
1982	97.9	97.4	94.2	89.9	96.2	94.0	92.8	97.6	95.6	95.8	1,215,933
1983	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	1,132,476
1984	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	966,730
1985	97.5	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	99.6	876,536
1986	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	946,942
Total WSCH											
1980	204,548	153,478	109,189	20,004	216,785	66,878	201,467	192,608	94,814	100.0	1,259,771
1981	207,446	164,944	113,377	23,345	218,856	75,791	199,729	186,247	86,146	100.0	1,275,881
1982	201,619	164,027	114,522	28,884	217,981	66,790	197,775	188,515	88,562	100.0	1,268,675
1983	176,556	155,143	95,868	23,532	196,275	57,150	180,383	169,817	77,752	100.0	1,132,476
1984	159,321	119,494	78,427	19,784	178,003	40,710	159,855	148,957	62,181	100.0	966,732
1985	140,665	110,902	74,039	21,545	162,968	28,275	150,394	135,953	55,528	100.0	880,269
1986	144,760	112,978	79,784	35,175	170,101	35,465	149,282	150,214	69,185	100.0	946,944

Source: Course Activity Measures Data Tapes, Fall 1980 through Fall 1986, Data Processing Branch, Business Services Division. Proportions for 1980 and 1981 should be regarded with caution due to larger numbers of courses which could not be coded by course classification.

FIGURE 13

WSCH BY COURSE CLASSIFICATION, FALL 1986

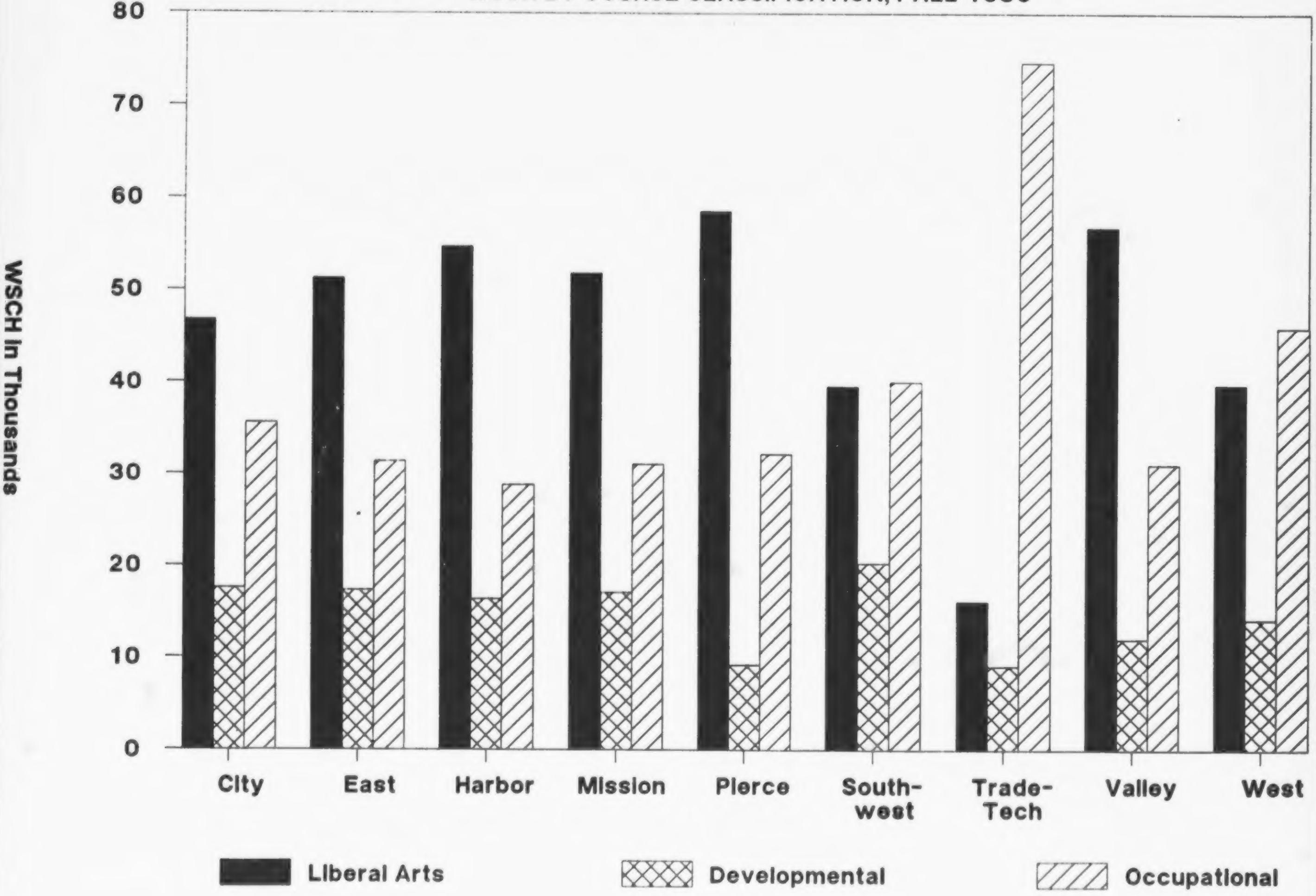

Table 17: Weekly Student Contact Hours (WSCH) by Course Transfer Status and College, Fall 1980 - Fall 1986
Figure 14: WSCH Transferable to UC and CSU, Fall I980 and Fall I986

Description

Table 17 presents the annual percentage distribution of WSCH by transfer status to the University of California (UC) and the California State University (CSU) and college for Fall 1980 through Fall 1986. The UC category includes WSCH that may also be transferred to CSU in addition to UC; WSCH that are transferable to CSU but not UC are exclusive to the CSU category.

Figure 14 compares the proportions of total WSCH transferable to both UC and CSU in Fall 1980 and Fall 1986 by college.

Discussion

Between 1980 and 1986, the districtwide proportion of transferable WSCH declined from 77.8% to 73.1%; WSCH that was transferable to UC fell from 55.7% to 52.7%, while WSCH transferable to CSU fell from 22% to 20.4%. In Fall 1986, however, transfer WSCH to UC improved, rising by 4% while WSCH to CSU and non-transferable WSCH fell 7% and 1%, respectively.

Individual college long-term trends for the three transfer categories are generally similar to those of the District's. However, as with course classification WSCH, there were variations among the colleges in the magnitude and direction of changes in the last year; for example, at Southwest, the proportions of transfer WSCH to UC fell 8% with WSCH to CSU rising by 12%; at Mission, WSCH to UC rose 14.5% (from 51.5% to 59%), while WSCH to CSU fell 34% (from 25.7% to 17%). Very high percentages of total transferable WSCH were found at Valley (87%), and Pierce (87%), while the opposite was true at Trade-Tech (31%).

As expected, the percentages of transfer WSCH to four-year institutions (especially to UC) correlated strongly with percentages of Liberal Arts and Sciences WSCH seen in Table 16, with Pierce and Valley prime examples.

TABLE 17
WEEKLY STUDENT CONTACT HOURS (WSCH) BY COURSE TRANSFER STATUS AND COLLEGE, FALL 1980 - FALL 1986

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent Transferable to UC											
1980	59.0	61.9	57.7	61.0	66.8	54.0	20.6	67.3	55.6	55.7	701,658
1981	54.9	61.8	59.1	57.3	67.4	55.0	20.3	68.2	54.3	55.0	702,069
1982	54.9	60.7	57.8	55.9	65.8	53.6	20.5	67.9	56.6	54.7	694,231
1983	53.6	60.8	57.9	51.7	67.1	50.8	20.7	67.2	53.0	53.9	610,096
1984	52.5	60.2	55.8	48.4	65.0	48.5	19.0	64.8	47.9	51.9	502,117
1985	50.8	58.5	56.4	51.5	64.4	47.4	18.9	63.1	44.3	50.8	447,375
1986	54.2	59.7	55.8	59.0	66.8	43.7	19.7	63.6	45.1	52.7	498,876
Percent Transferable to CSU											
1980	24.1	22.8	25.5	25.2	22.7	26.0	13.6	23.8	19.5	22.0	277,041
1981	25.9	23.9	24.0	25.7	23.0	27.3	12.5	23.3	19.0	22.2	282,698
1982	24.7	25.0	26.4	26.7	23.8	25.8	11.8	23.3	16.3	22.1	280,650
1983	24.8	25.0	24.5	25.5	22.2	25.3	13.0	23.3	18.6	21.9	248,030
1984	24.7	24.1	26.0	27.4	23.0	27.9	12.1	24.1	15.2	21.9	211,478
1985	24.8	24.2	25.5	25.7	22.6	25.5	11.8	25.3	18.3	21.9	192,943
1986	21.9	20.7	25.2	17.0	20.0	28.5	11.4	23.6	20.7	20.4	192,760
Percent Non-Transferable											
1980	16.9	15.3	16.8	13.8	10.5	20.0	65.8	9.0	25.0	22.3	281,071
1981	19.1	14.3	16.9	17.0	9.6	17.6	67.2	8.5	26.6	22.8	291,115
1982	20.3	14.3	15.8	17.4	10.4	20.7	67.7	8.8	27.1	23.2	293,794
1983	21.6	14.2	17.6	22.8	10.7	23.9	66.3	9.5	28.4	24.2	274,350
1984	22.8	15.7	18.2	24.2	11.9	23.6	68.9	11.1	36.9	26.2	253,136
1985	24.3	17.3	18.2	22.8	13.0	27.2	69.3	11.6	37.4	27.3	239,951
1986	23.8	19.6	19.0	24.0	13.2	27.8	68.9	12.8	34.2	27.0	255,308
Percent of WSCH Coded by Course Transfer Status											
1980	81.9	86.4	80.5	75.5	80.5	82.6	79.1	83.7	85.0	82.1	1,033,995
1981	93.2	90.3	85.4	80.0	86.2	87.2	89.8	90.8	89.4	89.2	1,137,696
1982	97.9	97.4	94.2	89.9	96.2	94.0	92.8	97.6	95.6	95.8	1,215,933
1983	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	1,132,476
1984	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	966,730
1985	97.5	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	99.6	876,536
1986	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	946,942
Total WSCH											
1980	204,548	153,478	109,189	20,004	216,785	66,878	201,467	192,608	94,814	100.0	1,259,771
1981	207,446	164,944	113,377	23,345	218,856	75,791	199,729	186,247	86,146	100.0	1,275,881
1982	201,619	164,027	114,522	28,884	217,981	66,790	197,775	188,515	88,562	100.0	1,268,675
1983	176,556	155,143	95,868	23,532	196,275	57,150	180,383	169,817	77,752	100.0	1,132,476
1984	159,321	119,494	78,427	19,784	178,003	40,710	159,855	148,957	62,181	100.0	966,732
1985	140,665	110,902	74,039	21,545	162,968	28,275	150,394	135,953	55,528	100.0	880,269
1986	144,760	112,978	79,784	35,175	170,101	35,465	149,282	150,214	69,185	100.0	946,944

Source: Course Activity Measures Data Tapes, Fall 1980 through Fall 1986, Data Processing Branch, Business Services Division. Proportions for 1980 and 1981 should be regarded with caution due to larger numbers of courses which could not be coded by course classification.

FIGURE 14

WSCH TRANSFERABLE TO UC AND CSU, FALL 1980 AND FALL 1986

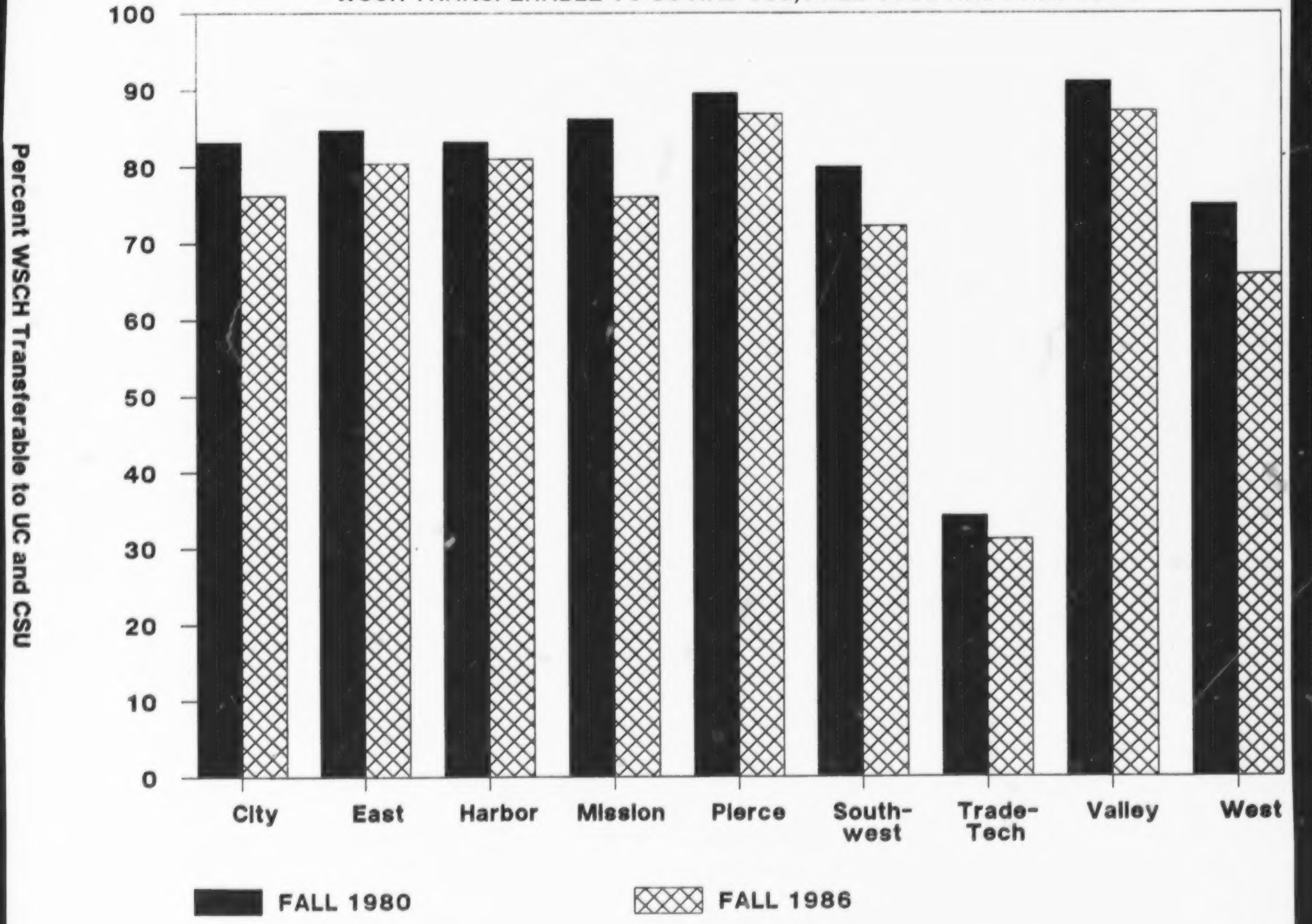

Table 18:	Weekly Student Contact Hours (WSCH) by Day and Evening Programs and College, Fall 1968 - Fall 1986
Figure 15:	Day and Evening WSCH, Fall 1968 - Fall 1986

Description

Table 18 shows the percentages of day and evening WSCH by college for fall semesters 1968 to 1986. Designations of day or evening WSCH are determined by enrollment in classes scheduled before or after 4:30 p.m.

Figure 15 charts trends in day and evening WSCH from Fall 1968 through Fall 1986.

Discussion

Districtwide total WSCH grew by 7.6%, from 880,269 in Fall 1985 to 946,944 in Fall 1986. Evening WSCH accounted for 80% of this increase in WSCH, raising the districtwide share of evening WSCH in the District from 30.7% to 34.1% just over the last year. This increase was seen at all nine colleges. West, Southwest and Mission had the largest point increases in evening WSCH (8.1%, 5.0% and 4.2%) while Trade-Tech, Valley and Harbor had the lowest (0.7%, 1.6% and 1.8%).

Preference for evening classes and therefore evening WSCH, has been a trend since 1968 when evening WSCH accounted for only 26.7% of districtwide total WSCH. Since then, it has peaked in 1974 and 1980 (leading enrollment peaks by a year) and has been on the rise since 1983. The growing demand for evening sessions can be traced to enrollment growth in PACE programs and by female, older and working adult students.

Although evening WSCH at the college level generally displayed similar cyclical trends as the District, they varied widely from the District in actual distributions of day and evening WSCH proportions. Mission, West and Southwest had the highest percentages of evening WSCH (64.5%, 44.5% and 44.4% in 1986) while Trade-Tech and Pierce had the lowest (24.6% and 27.3%). These differences can be attributed to Mission, West and Southwest having higher proportions of older, female and/or part-time students, while Pierce and Trade-tech have a predominately college bound and full-time student population.

TABLE 18

WEEKLY STUDENT CONTACT HOURS (WSCH) BY DAY AND EVENING PROGRAMS AND COLLEGE, FALL 1968 - FALL 1986

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent Day WSCH											
1968	74.9	72.4	76.2	---	74.7	75.2	68.5	72.6	---	73.1	714,321
1970	77.2	62.1	78.0	---	76.0	68.5	66.8	74.3	73.7	72.4	814,919
1975	70.5	67.8	69.7	53.8	71.6	64.5	66.2	68.5	65.7	68.6	994,197
1980	70.4	63.6	69.7	53.3	71.0	62.2	72.6	66.5	63.9	68.2	858,877
1984	71.7	71.9	69.1	47.4	73.8	61.6	77.5	64.2	65.0	70.4	680,316
1985	71.2	71.4	63.9	39.7	73.9	60.6	76.1	64.2	63.6	69.3	610,027
1986	69.0	67.9	62.1	35.5	70.7	55.6	75.4	62.6	55.5	65.9	623,627
Percent Evening WSCH											
1968	25.1	27.6	23.8	---	25.3	24.8	31.5	27.4	---	26.9	262,443
1970	22.8	37.9	22.0	---	24.0	31.5	33.2	25.7	26.3	27.6	309,891
1975	29.5	32.2	30.3	46.2	28.4	35.5	33.8	31.5	34.3	31.4	455,359
1980	29.6	36.4	30.3	46.7	29.0	37.8	27.4	33.5	36.1	31.8	400,894
1984	28.3	28.1	30.9	52.6	26.2	38.4	22.5	35.8	35.0	29.6	286,416
1985	28.8	28.6	36.1	60.3	26.1	39.4	23.9	35.8	36.4	30.7	270,242
1986	31.0	32.1	37.9	64.5	29.3	44.4	24.6	37.4	44.5	34.1	323,317
Total WSCH											
1968	209,267	132,029	95,972	---	160,837	27,067	167,022	184,570	---	100.0	976,764
1970	216,509	145,240	108,573	---	184,821	35,638	190,294	196,731	47,004	100.0	1,124,810
1975	260,510	189,478	130,446	15,597	251,491	59,473	229,699	235,838	77,024	100.0	1,449,556
1980	204,548	153,478	109,189	20,004	216,785	66,878	201,467	192,608	94,814	100.0	1,259,771
1984	159,321	119,494	78,427	19,784	178,003	40,710	159,855	148,957	62,181	100.0	966,732
1985	140,665	110,902	74,039	21,545	162,968	28,275	150,394	135,953	55,528	100.0	880,269
1986	144,760	112,978	79,784	35,175	170,101	35,465	149,282	150,214	69,185	100.0	946,944

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1968-1978 and computer report CCAF130, Office of Enrollment Managment Division of Educational Research and Development, 1983 through 1986. Enrollments do not include ITV.

FIGURE 15

DAY AND EVENING WSCH, FALL 1968 - FALL 1986

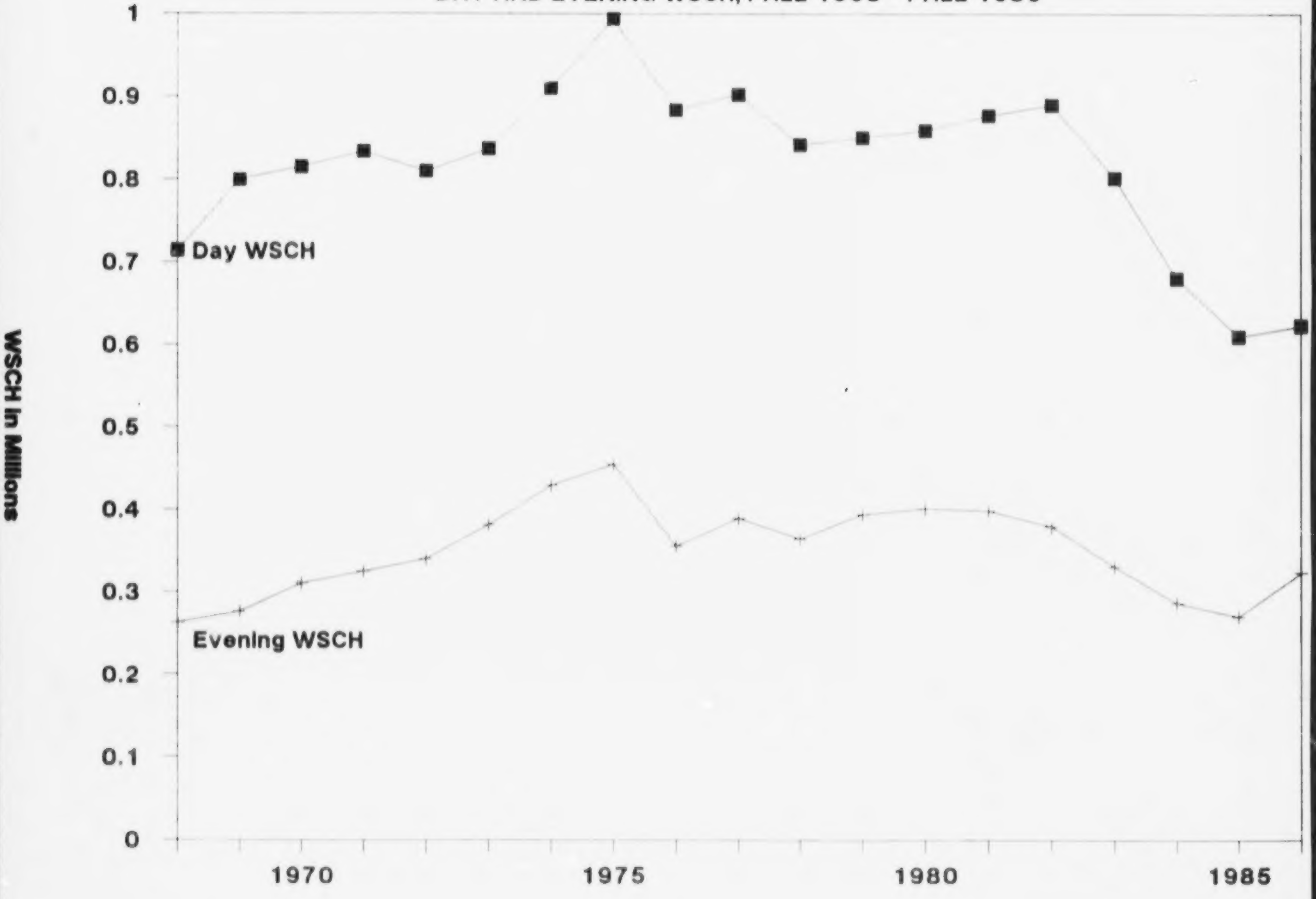

Table 19: Summer Session Weekly Student Contact Hours (WSCH) and Enrollment, 1975 - 1986

Description

Table 19 shows WSCH and enrollment data for summer sessions between 1975 and 1986 at the college and District levels. All WSCH are expressed in semester equivalents rather than actual WSCH, obtained by dividing actual summer WSCH by the ratio of a regular 18-week semester to summer session weeks (3 for a 6 week session). In this way WSCH is normed across years with different weeks in the session and comparisons can be made to semester data. Enrollments are actual head counts. Summer session was not offered in 1978.

Discussion

Since 1975, summer session enrollment declined 51%, with recent fluctuations reflecting annual funding limits. In 1986, enrollment was 20,012, representing an 8% increase over the previous summer, but at less than half its 1975 level of 41,155. In comparison to fall enrollment, summer enrollment had fallen twice as rapidly in the same ten-year period. The 8% annual gain in summer 1986 enrollment was also lower than the 11.7% gain in fall enrollment.

Declines in summer WSCH since 1975 were somewhat greater than for enrollment, with 1986 WSCH just 43% of 1975 WSCH. The annual gain in 1986 WSCH, however, exceeded that for enrollment, at 14.5%, reflecting higher WSCH per enrollment. While semester equivalent summer WSCH to enrollment ratios are about half that of full semesters, actual hours per week of class are higher in summer than during regular terms because of the concentrated schedule. The 4.0 semester ratio in summer 1986, although below the 1975 ratio of 4.5, represents an average of 12 weekly classroom hours per student, compared to 9.2 for the Fall 1986 semester.

Pierce, City and Valley each enrolled more than 3,000 summer students in Fall 1986, while Southwest, Mission and West each enrolled fewer than 1,000 students. In 1986, enrollment rose at all the colleges except at Harbor, where it fell by 2%. The decline in summer enrollment over the ten-year period has been proportionately greatest at Trade-Tech (65%) and Valley (58%), and least at West (31%) and Pierce (42%). Mission was the only college with a higher 1986 summer enrollment than 1975, gaining an overall 6%.

Summer session enrollment and WSCH fluctuate according to the size and scope of summer program offerings which are, in turn, determined by the availability of funds reflected in the size of summer budget allocations to the colleges. Districtwide summer budgets were more sizeable in 1981 and 1984 ($3 and $3.5 millions, current dollars) than in 1982, 1983, 1985 and 1986, producing peak WSCH and high enrollments in those two years. In 1985, the summer budget was reduced to $2 million and then increased to $2.2 million in 1986; these changes were accompanied by corresponding fluctuations in

WSCH and enrollment. Over time, the amount of WSCH and enrollment generated by each dollar spent on summer programs has gone down; for example, 1982 and 1986 summer budgets were the same ($2.2 million), but 1986 WSCH was only 71% of 1982 WSCH. Increases in summer FTE (full-time equivalent) rates in 1984 and 1987 (6% and 7% under collective bargaining agreements), were responsible for part of this decline, with other factors like aging faculty commanding higher salaries, lower productivity (measured by WSCH per FTE) and general inflation accounting for the rest.

TABLE 19

SUMMER SESSION WEEKLY STUDENT CONTACT HOURS (WSCH) AND ENROLLMENT, 1975 - 1986

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
WSCH (Semester Equivalents)										
1975	30,919	29,605	17,412	1,985	25,221	10,214	32,240	29,838	8,615	186,049
1976	33,412	30,271	16,226	2,495	23,416	9,725	28,878	28,060	9,042	181,525
1977	23,283	17,815	14,649	2,378	23,377	6,058	23,640	26,186	8,328	145,714
1979	20,744	18,357	15,489	2,603	21,499	9,046	18,887	23,359	9,548	139,532
1980	16,313	17,350	12,612	2,559	17,274	7,393	14,004	16,563	10,250	114,318
1981	24,274	22,482	14,261	3,293	18,885	7,762	14,981	17,388	9,949	133,275
1982	19,339	17,740	13,001	3,810	16,004	5,891	13,223	14,542	10,119	113,669
1983	12,648	16,356	8,222	2,061	8,182	4,782	8,851	9,020	6,452	76,574
1984	21,744	18,070	12,123	2,805	16,650	7,581	16,058	15,241	9,572	119,844
1985	10,876	9,989	8,696	1,555	11,445	3,019	9,381	10,203	5,179	70,343
1986	13,340	10,695	8,595	1,738	14,288	3,724	10,761	11,410	5,961	80,512
Unduplicated Enrollment										
1975	6,847	6,164	3,756	498	5,961	1,864	6,557	7,300	2,208	41,155
1976	7,039	6,428	3,325	618	5,626	1,975	5,444	6,718	2,277	39,450
1977	5,200	4,351	3,313	654	5,689	1,388	5,135	6,278	2,159	34,167
1979	4,744	4,313	3,444	677	5,243	1,991	3,420	5,758	2,328	31,918
1980	3,854	3,927	2,950	717	4,549	1,673	2,389	4,184	2,450	26,693
1981	5,527	5,160	3,088	894	4,930	1,753	2,744	4,442	2,356	25,369
1982	4,563	4,320	3,100	930	4,258	1,373	2,465	3,771	2556	27,336
1983	3,392	3,334	2,151	574	2,441	1,241	2,003	2,372	1,760	19,268
1984	5,348	4,448	3,042	757	4,257	1,876	3,269	3,851	2,448	29,296
1985	3,338	2,579	2,159	430	3,062	773	2,022	2,690	1,418	18,471
1986	3,361	2,755	2,112	528	3,438	958	2,286	3,053	1,521	20,012

Source: Course Activity Measures Tape, Data Processing Branch, Business Services Division, 1975 through 1986.

Table 20: Instructional Television Enrollment and Weekly Student Contact Hours (WSCH) for Summer Sessions, Fall and Spring Semesters, 1971-72 through 1986-87

Description

Table 20 shows Instructional Television (ITV) enrollment and WSCH for each term of academic years 1971-72 through 1986-87. The ITV program is administered on a districtwide basis, enrolling students from all college service areas.

Discussion

Instructional Television (ITV) was first offered at City in 1956 as closed circuit television and again from Valley in 1965 via open channel. It has been offered on a regular basis since 1970. ITV courses are intended primarily for adults working full-time and others who face barriers to regular campus enrollment; such barriers include job schedule restrictions, distance, transportation, child-care and physical handicaps. ITV students thus includes working adults, women, older students, the handicapped and high school students capable of self-paced study. More recently, business groups have enrolled in ITV courses.

The District belongs to the Southern California Television Consortium, a vehicle for acquiring and scheduling ITV courses which meet academic and broadcast standards. A districtwide faculty commitee establishes procedures for the selection of ITV courses and instructors while instructional television faculty run the program. Most instructors are from the District's regular faculty, who are released from other assignments to teach the ITV course for the term in which it is offered.

Enrollment in ITV fluctuates widely, ranging from about 500 to 3,000 students in any term. These differences are primarily the result of program content and scope: what and how many courses are offered. The number of courses broadcast typically ranges from 2 to 4 in the summer and 4 to 6 per regular semester. Other factors influencing enrollment include marketing, competition from regular non-ITV offerings and television station scheduling. Since the deregulation of private television networks in 1984, ITV has been removed from commercial broadcast channels and is now broadcast via only one public network.

Fall enrollment is not necessarily the highest among the three terms, as it is with general enrollment. For example, in 1977-78, summer enrollment was nearly 2,300, fall was 1,539 and spring 2,685. Annual enrollment peaked in 1976-77 and 1979-80 at levels above 5,700. Since 1979-80, there has been a general decline in annual enrollment; for example, the seven-year average annual enrollment from 1973-74 to 1979-80 was almost 5,000, while that for 1980-81 through 1986-87 had fallen to 3,209. Between 1983-84 and 1985-86, fall and spring enrollments were fairly consistent with annual enrollment at above 3,000. However, in 1986-87, because of budget reductions, annual ITV enrollment fell by 33%

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to 2,228, its lowest level since 1972-73. The pattern of ITV enrollment by year is relatively independent from general enrollment growth and decline For example, Fall 1981 ITV enrollment dropped while total enrollment reached an all-time peak; and, between Fall 1983 and Fall 1985, ITV enrollment rose while district enrollment fell.

Statistics for WSCH generally parallel that for enrollment, with the WSCH to enrollment ratio about 4:1. This ratio is less than half what is usual for non-ITV enrollment (10:1), reflecting high part-time enrollment and the lecture mode of most courses offered through ITV. Notable exceptions to the norm were the summer sessions of 1982, 1983 and 1986, when ITV WSCH to enrollment ratios rose to around 10:1.

TABLE 20
INSTRUCTIONAL TELEVISION ENROLLMENT AND WEEKLY STUDENT CONTACT HOURS (WSCH) FOR SUMMER SESSIONS, FALL AND SPRING SEMESTERS, 1971-72 THROUGH 1986-87

	Summer		Fall		Spring	
	Enrollment	WSCH	Enrollment	WSCH	Enrollment	WSCH
1971-72			1,564	11,394	2,321	8,874
1972-73	929	2,787	1,941	7,839	2,051	8,778
1973-74	1,780	5,068	1,506	5,685	803	2,731
1974-75	1,115	6,817	1,177	4,452	2,910	10,128
1975-76	1,620	7,101	2,559	11,655	1,493	4,907
1976-77	478	1,854	2,989	10,886	2,253	10,163
1977-78	2,284	8,505	1,539	6,101	2,685	10,217
1978-79	0	0	1,798	7,309	1,446	5,608
1979-80	1,391	5,658	1,706	6,831	2,606	11,829
1980-81	0	0	2,147	7,133	1,563	6,777
1981-82	1,424	9,358	1,635	6,293	1,217	4,822
1982-83	352	3,178	907	4,000	1,510	6,684
1983-84	731	6,688	1,031	4,125	1,352	4,912
1984-85	687	2,787	1,013	3,500	1,362	5,334
1985-86	688	2,670	1,247	4,872	1,372	5,535
1986-87	545	5,816	803	3,126	880	3,735

Source: ENROLLMENT AND ATTENDANCE, 1968-1978, Office of Educational Research and Analysis, Division of Educational Planning and Development; and Board of Trustees Informatives, Division of Educational Research and Development.

Table 21: Duplicated Enrollment in Community Services Classes by College, 1978-79 through 1986-87

Description

Table 21 shows duplicated enrollment in community services non-credit classes by college from 1968-69 through 1986-87, with the percentage of total enrollment at each college also shown for each year. No data are reported for the large number of community services participants in special events, tours, community meetings or recreational activities. Because a single event may attract a large crowd but not indicate a substantial increase in community services programming, comparisons of these numbers over time have little meaning.

Discussion

Unlike regular programs, community services programs, since the passage of Proposition 13 and subsequent reductions in public subsidy, are required to be self-sufficient. Self-sufficiency requires that programs be developed which are responsive to local needs and interests which appeal to constituent groups willing and able to pay adequate fees to cover costs. The large, comprehensive programs are at Pierce, City, Harbor, Valley and East, where offerings include the arts, personal development, computer skills and children's courses. Since 1986-87, programs that were not self-sufficient have been absorbed by other campuses (Southwest and Trade-Tech) or reduced in their scope (Mission).

In 1986-87, districtwide community services duplicated enrollment fell 14% to 78,420. This was the second consecutive year of overall enrollment decline in community services since its peak in 1984-85. Colleges varied widely in both enrollment levels and magnitude of change over 1985-86 levels: In 1986-87, the largest enrollment shares were at Pierce (31.6%), City (23.2%) and Valley (16.2%). The three smallest programs since 1982-83 have been at Mission, Trade-Tech and Southwest; these programs were also those with the largest budget deficits between 1980-81 and 1984-85. In 1986-87, four colleges (East, Harbor, Mission and Pierce) increased their enrollment shares while programs at Trade-Tech and Southwest were absorbed by City. Mission offered traffic school only, while at West, where the enrollment share has dropped from 5.8% to 1.1%, Spring 1987 classes were mostly contract education classes for which employers paid the full cost of programs.

TABLE 21

DUPLICATED ENROLLMENT IN COMMUNITY SERVICES CLASSES BY COLLEGE, 1978-79 THROUGH 1986-87

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Number Enrolled										
1978-79	19,573	5,670	5,001	689	7,677	1,675	954	9,732	2,736	53,707
1979-80	17,823	5,488	3,483	1,215	10,082	3,232	564	9,149	2,855	53,891
1980-81	26,199	6,362	10,888	1,653	18,304	7,219	577	9,469	6,982	87,653
1981-82	17,210	8,000	10,336	494	18,300	7,446	442	12,534	2,928	77,690
1982-83	25,410	11,249	11,465	2,464	22,164	4,575	861	16,250	6,915	101,353
1983-84	27,409	12,773	9,978	2,337	24,497	3,625	1,304	17,875	5,875	105,673
1984-85	37,714	13,350	8,513	897	22,272	3,600	3,255	25,670	4,526	119,797
1985-86	21,589	11,354	8,974	542	22,867	2,594	2,194	15,761	5,284	91,159
1986-87	18,209	11,487	9,355	1,037(1)	24,796	---(2)	---(2)	12,696	840(3)	78,420
Percent of District Enrollment										
1978-79	36.4	10.6	9.3	1.3	14.3	3.1	1.8	18.1	5.1	100.0
1979-80	33.1	10.2	6.5	2.3	18.7	6.0	1.0	17.0	5.3	100.0
1980-81	29.9	7.3	12.4	1.9	20.9	8.2	0.7	10.8	8.0	100.0
1981-82	22.2	10.3	13.3	0.6	23.6	9.6	0.6	16.1	3.8	100.0
1982-83	25.1	11.1	11.3	2.4	21.9	4.5	0.8	16.0	6.8	100.0
1983-84	25.9	12.1	9.4	2.2	23.2	3.4	1.2	16.9	5.6	100.0
1984-85	31.5	11.1	7.1	0.7	18.6	3.0	2.7	21.4	3.8	100.0
1985-86	23.7	12.5	9.8	0.6	25.1	2.8	2.4	17.3	5.8	100.0
1986-87	23.2	14.6	11.9	1.3	31.6	---	---	16.2	1.1	100.0

Source: Community Service Program Directors.

Notes:

1. Traffic school only.
2. Program absorbed by City.
3. From Spring 1987, mostly contract classes. See discussion.

STUDENT PERFORMANCE AND ARTICULATION

Table 22: First Census to End-of-Semester Retention Rates by Day/Evening and College, Fall 1978 - Fall 1986

Description

Table 22 reports retention rates, defined as the percentage of final to first census semester enrollment, for the nine colleges and the District from Fall 1978 through Fall 1986. It also gives the rates for day and evening enrollment for the same period.

Discussion

Between 1978 and 1986, the District's overall retention rate rose from 64.7% to 75.7%; day classes rose from 67.7% to 76.3%; evening from 58.5% to 74.6%. Both day and evening retention rates peaked in 1984 and then declined about 2 percentage points between 1984 and 1986. Historically, day retention rates have generally been higher than evening rates; in 1986, however, this was no longer true at City, East, Harbor and West. All the colleges except East experienced an overall decline in retention rates in Fall 1986, ranging from 0.4 points at Pierce and Valley to 8.3 points at Mission; day retention rates fell at all colleges except East while evening retention rates improved at Harbor and City. Mission and Southwest, which had shown the highest total retention rates in 1985 (82.0% and 81.2%), had the largest point decreases in 1986, reducing their rates to below the district average rate of 75.7%. Mission and Southwest also were the colleges with the highest enrollment increases in Fall 1986. At both these colleges, retention rates fell more heavily in evening than day classes, reflecting the need to balance efforts at retention, especially for evening students, with recruitment.

TABLE 22

FIRST CENSUS TO END-OF-SEMESTER RETENTION RATES BY DAY/EVENING AND COLLEGE, FALL 1978 - FALL 1986

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Day Classes										
1978	61.3	61.0	67.0	72.6	72.9	66.2	69.7	73.0	68.8	67.7
1979	61.5	65.4	67.2	71.4	74.4	65.2	70.1	47.9	70.7	69.3
1980	66.8	65.5	69.1	67.8	74.5	63.9	68.9	69.3	67.6	68.9
1981	70.5	71.6	78.8	78.8	76.7	67.5	73.1	75.1	74.1	73.5
1982	72.4	70.9	71.9	79.2	76.0	73.3	78.0	75.2	69.7	73.6
1983	77.4	77.0	76.2	81.3	78.2	74.4	82.7	75.8	75.5	77.4
1984	78.3	79.5	77.5	88.7	78.1	78.1	79.7	76.4	76.5	78.3
1985	77.4	78.1	76.8	85.7	77.7	79.6	79.3	75.3	75.8	77.5
1986	76.7	79.3	74.6	79.0	77.5	75.7	77.0	73.6	72.6	76.3
Evening Classes										
1978	53.2	52.1	57.8	66.0	60.1	57.1	62.5	61.9	61.7	58.5
1979	53.3	55.9	57.4	60.4	59.9	56.6	63.3	62.4	59.6	58.8
1980	56.4	57.7	59.8	60.7	62.6	57.8	62.8	59.3	55.9	59.2
1981	66.1	65.6	70.1	75.3	69.6	67.4	66.3	66.1	62.7	67.0
1982	68.7	65.8	70.2	68.5	69.7	70.7	70.9	68.8	65.6	68.7
1983	76.2	72.8	73.7	71.7	72.7	72.8	76.8	71.3	73.5	73.6
1984	77.0	79.0	75.5	80.0	73.1	78.6	80.0	73.5	74.9	76.0
1985	76.3	74.5	76.0	79.7	74.3	83.7	76.8	73.9	74.5	75.6
1986	76.9	80.0	77.2	71.7	73.8	70.9	73.7	71.3	73.9	74.6
All Classes										
1978	59.1	58.0	63.9	69.3	69.6	62.7	66.9	69.1	66.2	64.7
1979	58.8	62.6	63.9	66.1	70.1	61.6	67.5	70.4	66.1	65.7
1980	63.6	62.4	66.2	64.1	71.0	61.6	66.6	65.8	62.9	65.6
1981	69.2	69.6	76.2	81.3	74.7	67.5	70.6	71.8	69.3	71.3
1982	72.4	69.2	71.4	73.8	74.3	72.3	75.5	73.0	68.2	72.0
1983	77.1	75.0	75.5	76.4	76.7	73.8	80.8	74.2	74.7	76.2
1984	77.9	79.0	76.9	84.0	76.7	78.3	79.8	75.3	75.9	77.6
1985	77.1	77.0	76.5	82.0	76.8	81.2	78.5	74.8	75.3	76.9
1986	76.7	79.5	75.7	73.7	76.4	73.8	75.9	72.7	73.3	75.7

Source: Grade Distribution Printout D5130 and Measures of Enrollment Printout D4790-002, Data Processing Branch, Business Services Division.

Rates are defined as the percentages that end-of-semester enrollments are of first census enrollments at each of the colleges and districtwide.

STUDENT PERFORMANCE AND ARTICULATION

Table 23: Grade Distribution by College, Fall 1981 - Fall 1986

Description

Table 23 shows the proportions of grades at each college and in the District as a whole since Fall 1981. Grades A through D are displayed; "Other" includes incomplete, F, credit, no credit, withdrawal, in progress and report delayed. Data for Fall 1985 was not available.

Discussion

The percentage shares of A through C grades in the district have remained roughly equal and largely stable at about 18%-20% each, having risen about 1% between Fall 1981 and Fall 1984-85 and since then, dropping slightly. D and Other grades accounted for 6% and 35% in Fall 1986; the share of D grades rose between 1981 and 1983 and fell in 1986, while Other grades moved in the opposite direction. Within these broad grade categories, some fluctuation was apparent, the direction of change paralleling that in student retention. The districtwide retention rate has risen significantly since 1980, peaking in 1984 and falling slightly since then; the proportions of letter grades (A through D), have risen accordingly, while the combined proportion of Other grades (which includes withdrawals), has fallen. Since improved retention was reflected proportionately in all the letter grade categories, it means that poor grades were not necessarily the major reason for withdrawals. Long term trends in districtwide grade and retention data point to improved performance in both areas. However, between 1984 and 1986, indicators have shown declining performance in both retention and grade levels.

All the colleges and the District as a whole have essentially bimodal grade distribution curves, each with a dominant mode in the Other grades category, a second mode at A, B, or C grade, and less than 10% D grades. The districtwide grade curve has its secondary mode at the B grade, a pattern that has been consistent since Fall 1981. With the exception of City and West which had the same pattern as the District in Fall 1986, the colleges differed from the District in the position of the secondary mode; there were four colleges with secondary modes at A grade (East, Harbor, Mission and Valley) and three at C grade (Pierce, Southwest and Trade-Tech).

Comparing Fall 1986 grade curves with Fall 1981, there were some shifts in proportions of the various grades (for example, at Southwest, where the proportion of Other grades had fallen during the same five-year period, proportions of B and C grades were significantly higher), but little change in the basic shapes of districtwide and individual curves except at three colleges where the secondary modes had shifted (from B to C at Pierce; from B to A at East; and from A to B at West).

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TABLE 23
GRADE DISTRIBUTION BY COLLEGE, FALL 1981 - FALL 1986

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent "A" Grades											
1981	17.4	19.8	21.0	25.4	20.9	12.6	17.7	20.9	19.7	19.3	69,307
1982	17.4	20.1	17.6	19.9	21.1	12.4	17.9	22.7	18.9	19.2	69,256
1983	18.6	20.1	17.0	26.8	21.0	14.0	19.0	22.8	20.6	19.9	61,768
1984	19.1	20.3	19.9	26.9	21.5	14.8	19.0	23.1	21.5	20.6	55,297
1986	19.7	21.2	19.4	23.1	20.5	12.6	18.7	21.5	18.8	20.0	52,005
Percent "B" Grades											
1981	18.5	20.0	20.4	17.4	21.2	15.1	21.1	18.6	19.0	19.5	69,844
1982	18.6	20.0	18.7	15.1	21.4	16.3	21.3	19.2	18.5	19.5	70,334
1983	20.9	21.5	20.0	18.8	22.2	17.0	22.3	20.2	19.4	20.9	64,835
1984	20.5	21.0	20.5	18.4	21.5	17.8	22.8	19.7	19.2	20.7	55,581
1986	20.3	21.1	19.2	16.9	20.7	18.7	22.5	19.5	19.1	20.2	52,637
Percent "C" Grades											
1981	17.5	17.7	18.6	12.0	19.7	16.7	21.6	16.0	17.2	18.1	64,910
1982	18.1	17.0	18.4	12.1	20.0	19.8	21.7	17.1	17.7	18.5	66,701
1983	20.0	19.0	20.2	13.8	20.9	20.2	22.9	18.1	18.5	19.9	61,688
1984	19.8	19.4	18.5	12.1	20.6	20.0	22.6	16.8	17.6	19.4	52,109
1986	18.4	19.7	19.1	13.2	21.0	21.7	23.6	16.9	17.3	19.3	50,302
Percent "D" Grades											
1981	5.3	4.4	4.6	3.5	5.3	6.4	6.9	3.9	5.7	5.1	18,455
1982	5.4	4.4	4.6	3.7	5.4	7.3	6.7	4.2	6.0	5.3	19,035
1983	6.6	5.6	5.8	4.4	6.0	8.6	7.8	4.6	6.8	6.2	19,248
1984	6.3	5.9	5.3	3.0	6.0	8.2	7.2	4.4	6.1	5.9	15,899
1986	6.0	5.2	5.8	3.2	6.2	8.7	6.6	4.4	6.0	5.7	14,871
Percent Other Grades(1)											
1981	41.4	38.9	38.4	44.4	33.0	49.2	33.4	40.6	39.1	38.6	139,725
1982	40.4	38.8	40.2	47.4	32.3	44.4	33.3	36.8	38.5	37.6	135,549
1983	33.9	32.5	33.9	36.1	29.7	39.9	26.7	34.2	34.3	32.5	99,783
1984	34.3	33.3	35.9	39.5	30.2	39.3	27.9	36.1	35.7	33.4	89,783
1986	35.6	32.8	36.6	43.7	31.7	38.3	28.5	37.7	38.9	34.8	90,472
Total Grades Awarded											
1981	59,350	48,888	34,441	7,675	63,134	20,942	43,414	57,170	27,227	100.0	362,241
1982	58,064	50,792	34,176	9,309	63,438	19,527	45,075	54,454	26,040	100.0	360,875
1983	49,979	43,725	26,623	6,734	55,982	15,879	38,796	47,666	21,938	100.0	307,322
1984	45,081	35,320	22,995	6,549	50,890	11,644	35,417	42,778	17,995	100.0	268,669
1986	41,059	33,608	22,789	10,384	48,834	9,867	31,345	42,754	19,647	100.0	260,287

Source: Data Processing Division, GRADE DISTRIBUTION REPORT, D5130

Notes: 1985 data is not available. (1) Includes incomplete, F, credit, no credit, withdraw (W), in progress (IP) and report delayed (RD). IP is used for courses which extend beyond the normal end of an academic term. RD is assigned when there is a delay in reporting the grade beyond the control of the student.

Table 24:	Transfers to California Public Four-Year Institutions by College, Fall 1978 - Fall 1986
Figure 16:	Transfers to California Public Four-Year Institutions, Fall 1978 - Fall 1986

Description

Table 24 presents numbers of District students transferring to public four-year institutions, the University of California (UC) and California State University (CSU) systems, by college, for fall semesters 1978 through 1986.

Figure 16 charts the trends in transfers to CSU and UC between 1978 and 1986.

Discussion

The total number of transfers have steadily declined since 1978, dropping an overall 40% between 1978 and 1986. Over this period, transfers to the University of California system (UC) had fallen faster than transfers to the California State University system (CSU). UC accounted for 13% of total transfers in 1978; by 1986, its share had fallen to 11%. Falling trends in transfers from the District's colleges to public four-year institutions support the findings of the California Postsecondary Education Commission (CPEC) that the largest losses occurred in districts with a high proportion of minority enrollment (*Update of Community College Transfer Student Statistics: Fall 1984)*.

Among the colleges, Pierce, Valley and City had the largest numbers of transfers in 1986 (719, 487 and 353), while Mission, Southwest and Trade had the smallest (43, 84 and 91). The long-term decline in transfers to UC and CSU has affected all the colleges; however, in 1986, several colleges were able to improve their transfer records; Harbor and Southwest increased their transfers to CSU, while East, Mission, Southwest and West increased their transfers to UC.

Transfer trends do not appear to parallel enrollment trends in any clear pattern, for example, increases in enrollment might be expected to have a positive effect on tranfers the following two or three years; however, total transfers in the District did not increase following the 1981 peak enrollment (only Pierce and Mission had slight increases in transfers in 1984).

Measures by colleges to improve the transferability of its students have produced varying levels of success. They include the designation of a special area for transfer information at each college and participation by several colleges in a "Transfer Alliance Project" with UCLA to institute new incentives, programs and services to enhance successful transfer. The State funded East and City to establish "Transfer Centers", and Harbor, City, and Mission received Ford Foundation grants to improve transfer rates.

Statistics on transfers to independent colleges from the District are now available for Fall 1986 from the California Postsecondary Commission (CPEC). Out of a total of 444 students who transferred to independent colleges, City produced 137, followed by Pierce (68), Valley (59), East (51), Harbor (39), West (36), Trade (27), Mission (21) and Southwest (6). National University and University of Southern California accounted for 204 and 117 transfers. As more data on independent transfers become available, it will be possible to examine trends and compare them with transfer trends to the public institutions.

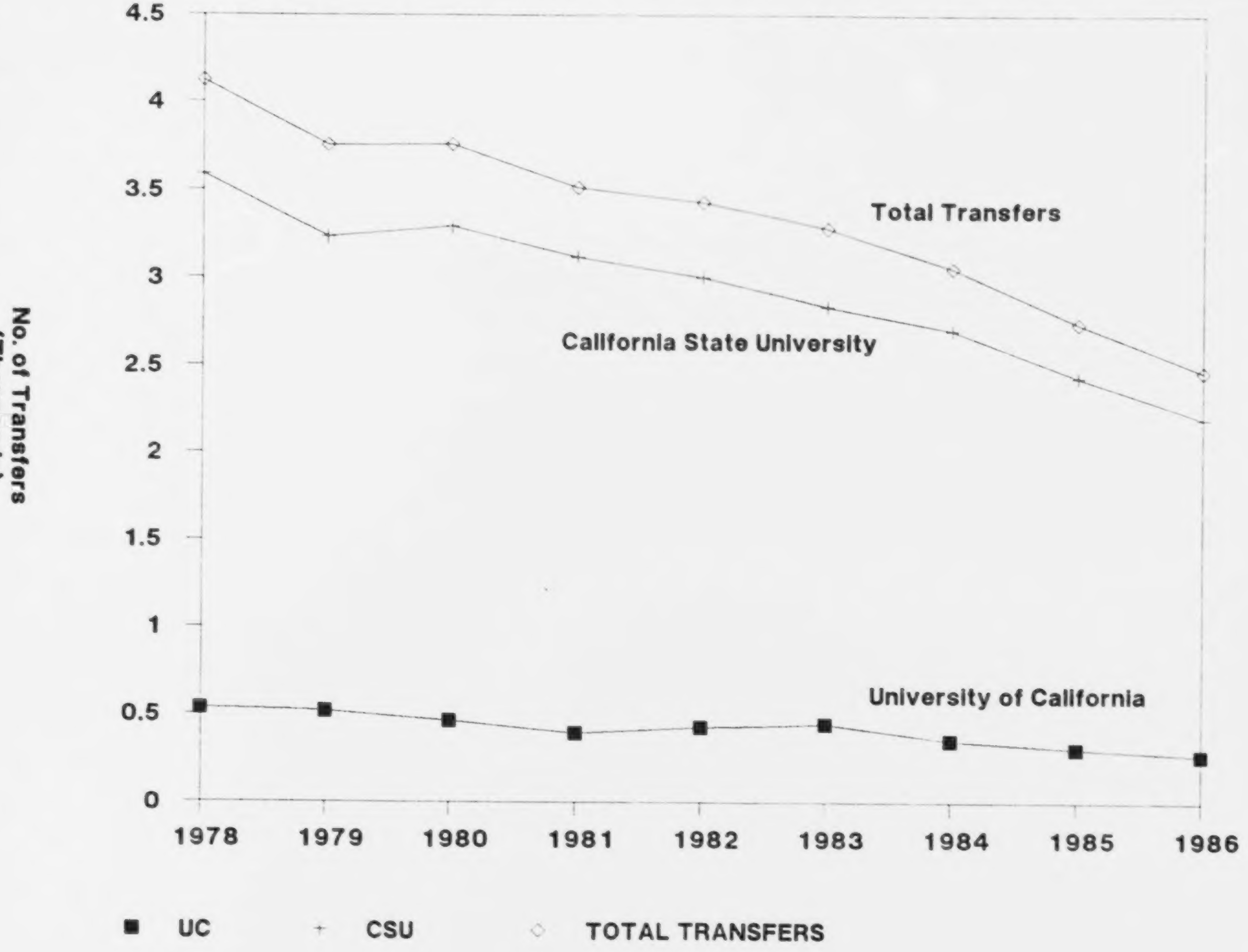
TABLE 24
TRANSFERS TO CALIFORNIA PUBLIC FOUR-YEAR INSTITUTIONS BY COLLEGE, FALL 1978 - FALL 1986

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
University of California										
1978	129	46	39	2	123	12	5	143	37	536
1979	87	56	36	4	127	4	9	140	56	519
1980	104	37	48	4	104	7	5	120	37	466
1981	69	52	35	1	94	7	8	90	39	395
1982	83	47	40	4	117	4	7	96	31	429
1983	88	50	47	3	117	5	7	93	37	447
1984	59	38	30	10	113	5	4	81	13	353
1985	54	30	25	1	98	1	5	71	21	306
1986	46	35	19	4	66	3	5	67	23	268
California State University										
1978	493	461	428	49	874	186	173	727	198	3,589
1979	421	412	435	40	801	167	142	642	178	3,238
1980	475	390	402	55	794	137	150	652	239	3,294
1981	452	416	379	37	763	128	141	577	226	3,119
1982	427	338	355	38	838	123	121	562	199	3,001
1983	407	351	351	41	741	129	136	513	166	2,835
1984	336	360	337	42	752	110	123	494	149	2,703
1985	350	299	232	34	722	74	123	482	118	2,434
1986	307	270	247	39	653	81	86	420	94	2,197
Total Transfers										
1978	622	507	467	51	997	198	178	870	235	4,125
1979	508	468	471	44	928	171	151	782	234	3,757
1980	579	427	450	59	898	144	155	772	276	3,760
1981	521	468	414	38	857	135	149	667	265	3,514
1982	510	385	395	42	955	127	128	658	230	3,430
1983	495	401	398	44	858	134	143	606	203	3,282
1984	395	398	367	52	865	115	127	575	162	3,056
1985	404	329	257	35	820	75	128	553	139	2,740
1986	353	305	266	43	719	84	91	487	117	2,465

Source: UPDATE OF CALIFORNIA COMMUNITY COLLEGE TRANSFER STUDENT STATISTICS, FALL 1986, California Postsecondary Education Commission, Sacramento, California, 1986.

FIGURE 16

TRANSFERS TO CALIFORNIA PUBLIC FOUR-YEAR INSTITUTIONS, FALL 1978 - FALL 1986



STUDENT PERFORMANCE AND ARTICULATION

Table 25: Awards Conferred by Type and College, 1978-79 through 1986-87

Description

Table 25 shows the total number of awards (Associate Degrees and Certificates) earned by District students from 1978-79 through 1986-87 for the nine colleges. Associate degrees are awarded for completion of 60 units or more in prescribed courses, while certificates are granted for completion of a directed sequence of courses in a major.

Discussion

In 1986-87, the District produced a total of 5,562 awards, comprising associate degrees and certificates. This number represents a 38% decline in awards since 1978-79, compared with a 21% enrollment decline over the same period. Although it normally takes one year to complete a certificate program and two for an associate degree, students often take one to two years longer because of part-time enrollment. The uncertainty of time between matriculation and graduation makes it difficult to establish any consistent pattern between enrollment and awards. However, in general, periods of enrollment increases apppear to affect awards positively with a two to three-year time lag. For example, fall enrollment increased 3% to 5% a year between 1979 and 1981, while awards rose 4% and 13% in 1981-82 and 1982-83.

Over the eight-year period between 1978-79 and 1986-87, the percentage share of associate degrees in total awards in the District, the much larger portion of awards, fell from 80% to 70%, peaking in 1978-79 and dropping to its lowest point in 1984-85. In 1986-87, the drop in the total number of associate degrees awarded (from 4,600 to 3,920) affected all the colleges.

In the past, the majority of certificates have been awarded at Trade-Tech, accounting for 58% of the District's total in 1978-79, followed by Valley, 16%, and East, 15%; City, Mission, and Southwest did not award any certificate. By 1986-87, Trade-Tech retained its traditional dominance in certificate awards but with a reduced share of 51% of all certificates; Valley's share had dropped to 5%, East's to 8%, while West's had grown to 13%, followed by City (9%). Although the District awarded fewer certificates in 1986-87 than in the previous year, a number of colleges were able to increase their numbers of certificates; they were Mission (from 27 to 68), Southwest (from 48 to 75) and Pierce (from 44 to 56).

TABLE 25

AWARDS CONFERRED BY TYPE AND COLLEGE, 1978-79 THROUGH 1986-87

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Associate Degrees										
1978-79	1,219	908	707	106	1,156	398	694	1,734	325	7,247
1979-80	1,263	923	553	130	1,155	294	630	1,478	406	6,832
1980-81	1,256	1,130	486	79	1,133	429	638	448	352	5,951
1981-82	956	821	528	101	1,150	353	678	1,211	308	6,106
1982-83	1,127	882	558	111	1,062	361	758	1,196	208	6,263
1983-84	841	793	580	112	1,002	285	639	1,090	223	5,565
1984-85	1,003	781	450	75	919	271	532	841	214	5,086
1985-86	683	768	460	98	980	213	562	647	189	4,600
1986-87	625	528	443	80	962	184	370	583	145	3,920
Certificates										
1978-79	0	258	79	0	57	0	1,029	287	69	1,779
1979-80	0	276	26	0	57	0	641	166	58	1,224
1980-81	7	198	55	0	50	0	961	10	134	1,415
1981-82	154	118	71	0	67	43	785	145	145	1,528
1982-83	195	125	60	22	45	79	1,463	223	180	2,392
1983-84	282	290	74	28	38	29	894	189	264	2,088
1984-85	251	290	53	104	24	50	952	200	348	2,272
1985-86	149	218	49	27	44	48	1,071	160	223	1,989
1986-87	148	124	28	68	56	75	847	77	219	1,642
Total Awards										
1978-79	1,219	1,166	786	106	1,213	398	1,723	2,021	394	9,026
1979-80	1,263	1,199	579	130	1,212	294	1,271	1,644	464	8,056
1980-81	1,263	1,328	541	79	1,183	429	1,599	458	486	7,366
1981-82	1,110	939	599	101	1,217	396	1,463	1,356	453	7,634
1982-83	1,322	1,007	618	133	1,107	440	2,221	1,419	388	8,655
1983-84	1,123	1,083	654	140	1,040	314	1,533	1,279	487	7,653
1984-85	1,254	1,071	503	179	943	321	1,484	1,041	562	7,358
1985-86	832	986	509	125	1,024	261	1,633	807	412	6,589
1986-87	773	652	471	148	1,018	259	1,217	660	364	5,562

Sources: Higher Education General Information Surveys (HEGIS) and college Deans of Admissions.

The number of certificates awarded at East in 1984-85 was not recorded. The District total reported here assumes that the number of certificates awarded at East was the average of the previous and the succeeding years.

SPECIAL SERVICES

Table 26: Services to Special Student Groups, 1977-78 through 1986-87

Description

Table 26 shows the numbers of special students served by each college from 1977-78 through 1986-87: veterans, handicapped students, participants in Extended Opportunity Programs and Services (EOP&S), Other Financial Aid recipients and foreign students. Included in Other Financial Aid are recipients of the following federally-funded loan, grant and work-study programs: PELL, National Direct Student Loan (NDSL), College Work-Study, Student Educational Opportunity Grant (SEOG) and National Student Loan (NSL).

Discussion

In 1986-87, all categories of special students served in the District rose between 1.5% and 18.4%, with the numbers and percentage increases of each category over the previous year as follows: veterans, 1,583 (16.8% increase); handicapped students, 2,550 (3.1% increase); EOP&S students, 5,128 (1.5% increase); Other Financial Aid students, 9,035 (5.2% increase); and foreign students, 1,397 (18.4% increase). Until 1985-86, all the categories of special service students, except foreign students, experienced large reductions in numbers served. The districtwide number of foreign students served rose almost threefold between 1983-84 and 1985-86, mainly at City, Pierce and West. In 1986-87, East and Harbor served substantially more foreign students than in previous years, while West, Mission and Southwest served fewer students.

Of the five special service categories in Table 26, Other Financial Aid recipients remained the largest group served (more than 9,000 in 1986-87), despite a drop of more than 6,000 since its peak in 1980-81. City, Trade and East each aided more than 1,000 students in obtaining grants, loans and work-study in this category, with City and Trade each serving almost 2,000. Over time, there has been a drastic drop in aid recipients caused by shrinkage in federal financial aid programs. Colleges and students have been forced to search for alternative, usually local, sources of financial support, for example, business corporations, charitable and non-profit organizations, and other non-federally funded aid.

The second largest special service category continued to be EOP&S; the number of eligible students participating had fallen by 62% between the peak of 13,398 in 1980-81 and 5,053 in 1985-86. However, between 1984-85 and 1985-86 alone, City and West were able to increase their numbers served by 225% and 85%. In 1986-87, City served the largest number of EOP&S students among the colleges (1,155) followed by Trade (956) and East (643).

In 1986-87, more handicapped students were served at all colleges except Trade-Tech, where service dropped from 479 to 417 students after two continuous years of growth. Only Pierce and Valley served more handicapped students than Trade-Tech in 1986-87. The rise in the districtwide number of handicapped students served in 1986-87 reverses a four-year declining trend. Harbor, Trade-Tech and Valley increased their numbers served by 5% to 10% between 1984-85 and 1986-87; all other colleges served fewer handicapped students during this period.

The number of veterans receiving benefits rose by 16.8% in 1986-87 after a 47% drop in the previous year. City, which served the most number of veterans, accounted for most of this increase (from 143 to 551); all the other colleges had little increase or decline in numbers served.

The long-term trend in services to special student groups has been to increase the numbers of the two smallest groups, handicapped students and foreign students, while serving fewer of the other three groups.

TABLE 26

SERVICES TO SPECIAL STUDENT GROUPS: VETERANS, DISABLED STUDENTS, EOP&S, OTHER FINANCIAL AID RECIPIENTS AND FOREIGN STUDENTS, 1977-78 THROUGH 1986-87

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Veterans Receiving Educational Benefits										
1977-78	1,101	1,153	1,066	211	996	395	1,484	1,382	368	8,156
1978-79	900	822	835	195	664	193	1,025	1,031	360	6,025
1979-80	973	615	602	136	513	299	955	733	335	5,161
1980-81	1,009	850	607	80	600	338	1,108	707	348	5,647
1981-82	587	596	684	73	334	266	822	485	269	4,116
1982-83	511	520	655	78	304	236	868	446	189	3,807
1983-84	319	269	251	67	320	132	582	388	157	2,485
1984-85	551	0	210	45	440	275	371	570	109	2,571
1985-86	143	79	250	43	203	41	288	227	81	1,355
1986-87	551	80	250	49	196	8	200	195	54	1,583
Handicapped Students Served										
1977-78	405	206	79	9	460	118	319	463	85	2,144
1978-79	697	286	177	53	493	123	412	556	177	2,974
1979-80	597	288	145	75	497	170	545	497	210	3,024
1980-81	952	331	156	77	664	178	655	549	222	3,784
1981-82	1,042	334	191	98	529	139	809	557	200	3,899
1982-83	618	360	202	103	688	128	879	403	182	3,563
1983-84	454	326	160	102	642	101	358	338	149	2,630
1984-85	446	311	134	134	505	85	458	396	151	2,620
1985-86	404	261	147	95	451	88	479	415	133	2,473
1986-87	406	267	151	136	499	90	417	429	155	2,550
EOP & S Students Served										
1977-78	2,200	1,569	255	210	97	1,500	1,300	592	510	8,233
1978-79	1,666	2,454	258	199	112	2,707	1,761	612	572	10,341
1979-80	2,223	2,044	382	384	226	1,460	1,042	286	1,301	9,348
1980-81	3,314	2,000	323	320	441	3,500	2,000	700	800	13,398
1981-82	2,700	2,221	413	330	411	924	2,136	451	727	10,313
1982-83	2,700	1,400	414	300	492	683	2,003	396	614	9,002
1983-84	2,817	1,422	397	266	312	908	2,206	584	515	9,427
1984-85	412	870	154	200	369	603	1,754	607	276	5,245
1985-86	1,337	821	165	56	297	570	834	461	512	5,053
1986-87	1,155	643	214	103	418	692	956	451	496	5,128
Other Financial Aid Recipients										
1978-79	4,430	1,420	900	130	560	1,860	2,700	1,610	985	14,595
1979-80	3,852	1,586	599	129	726	2,219	2,440	1,003	1,070	13,624
1980-81	4,472	2,224	702	179	995	2,876	3,233	1,178	1,493	17,352
1981-82	3,973	1,692	798	90	1,297	1,674	3,086	1,053	1,189	14,852
1982-83	2,320	728	602	113	916	1,609	2,715	897	724	10,624
1983-84	1,988	793	389	125	644	1,168	1,731	852	562	8,252
1984-85	1,711	810	335	90	587	615	1,249	500	444	6,341
1985-86	1,931	1,291	410	201	779	914	1,640	861	558	8,585
1986-87	1,997	1,290	483	253	862	878	1,935	846	491	9,035
Foreign Students Served										
1979-80	224	114	28	9	98	70	85	78	6	712
1980-81	215	100	30	4	120	80	75	86	31	741
1981-82	190	59	30	9	115	80	51	96	25	655
1982-83	169	63	25	9	111	63	50	52	9	551
1983-84	121	27	29	13	61	40	45	70	11	417
1984-85	319	72	14	13	182	41	38	100	12	791
1985-86	487	56	20	12	230	49	63	111	152	1,180
1986-87	546	196	60	9	254	20	64	133	115	1,397

Sources: Office of Enrollment Management, Educational Research and Development Division. Data for Disabled, EOP & S, and Other Financial Aid are unduplicated totals for the academic year. Veterans and Foreign Students are Fall Semester counts only.

Table 27: General Fund Income by Source, 1979-80 through 1986-87
(Millions of Dollars)

Description

Table 27 presents sources of general fund income as reported to the California Community Colleges in the Annual and Financial Budget Report for 1979-80 through 1986-87. Since 1985-86, actual rather than budgeted income were reported for the time series on general fund income.

Sources of general income funds include Federal, State, Local Tax (from County-administered property tax) and Local Income and Fees. Local Income and Fees includes student fees of all types except parking, sales of District property, interest, and miscellaneous other revenues. The total general fund income is reported in current and in constant 1979 dollars, which discount the effects of inflation.

On the lower half of the table, annual adjustments made to the general fund to arrive at total District income available are shown. Adjustments include interfund transfers, beginning and ending balances. Constant dollars are calculated using the Consumer Price Index for all greater Los Angeles area urban wage-earners in December of each year.

Discussion

Compared to the 1979-80 total general fund income, the 1986-87 figure of $205.23 million was a 15% increase in nominal terms, but a 22% fall in real value over the seven-year period. Income in constant 1979 dollars declined the first five years and then increased by 2.4% in 1985-86 before falling again in the last year.

The breakdown of general fund income was as follows: the State was by far the largest provider, with 66% of total income, followed by Local Tax, 21%, Local Income and Fees, 10%, and Federal support, 3%. The trend has been for a decrease in the State's share because of a gradual replacement of state aid by more rapidly increasing revenues from property taxes and student fees.

Of the three levels of support, federal support dropped the most sharply over the seven-year period, from almost $13.5 million to about $6.4 million (or from 8% of total income in 1979-80 to 3% in 1986-87). Federal support registered a $5 million drop between 1982-83 and 1983-84 because of the end of Metropolitan College's overseas program for military personnel; other Federal funding (e.g., VEA) has also declined.

State funding, on the other hand, remained essentially stable and even increased slightly in 1985-86, while its share of the general fund income dropped from 73% to 66% over the period.

Local Tax increased substantially from 13% to 21% of general fund income, while Local Income and Fees was also higher after 1984-85, following initiation of the $50 per semester enrollment fee; its percentage contribution to general fund income rose from 7% in 1979-80 to 10% in 1986-87.

The amount available to the District for spending each year has increased nominally from $177.67 million in 1979-80 to $195.15 in 1986-87, representing a 10% nominal increase but a 25% decline in real value.

The District has used other financing mechanisms (mainly interfund transfers and the spend down of fund balances) to augment its general fund income over the last six years. As seen in the lower section of the table, in 1982-83, $17.5 million was transferred from the Special Reserve Fund into the general income fund; in all years except 1982-83 and 1983-84, outgoings exceeded incoming transfers in the Other Financing category. Year-end balances have been positive except for 1984-85 when there was a $2.83 million deficit; since 1979-80, the beginning balance has dropped from $44.08 million to less than $8 million in 1986-87. In 1986-87, the year-end balance was almost double that in the previous year because of unspent stabilization funds from the State which was released too late in the year.

The deteriorating fiscal condition brought on by increased restrictions in state funding has forced the District to look for ways to make more productive use of its resources, for example, improving instructional efficiency (as measured by WSCH to FTE ratios) and bringing the District's costs in line with revenues. However, because the District continues to depend on the state for most of its general fund income, it remains subject to the vagaries of the annual state budget process, imparting considerable instability to each year's flow of funds to the District.[1] A major problem in the financing mechanism lies in the ADA (average daily attendance)-based process which is enrollment driven and therefore ignores the issue of high fixed costs borne by the District.

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[1] Business Services Division, *1986-87 Second Quarter Budget Report and 1987-88 Projections*, February 1987.

TABLE 27
GENERAL FUND INCOME BY SOURCE, 1979-80 THROUGH 1986-87
(Millions of Dollars)

	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87
Sources								
Federal (1)	13.47	11.75	11.41	10.99	5.20	5.06	6.13	6.42
State	129.91	133.00	124.41	134.43	135.39	134.28	142.83	134.86
Local Tax	23.62	32.46	34.07	30.38	32.71	32.04	40.62	43.03
Local Income and Fees	12.14	15.71	12.41	9.28	12.65	20.92	17.63	20.92
Total General Fund Income	179.14	192.92	182.30	185.08	185.95	192.30	207.21	205.23
In 1979 Dollars	179.14	170.03	147.24	147.90	142.43	140.94	144.35	140.56
Net Other Financing (2)	-0.77	-0.72	-0.13	16.54	1.32	-0.94	-3.21	-0.14
Incoming	0.04	0.00	0.00	17.46	1.42	0.23	0.20	0.00
Outgoing	0.81	0.72	0.13	0.93	0.10	1.17	3.41	0.14
Net General Fund Income	178.37	192.20	182.17	201.62	187.27	191.36	204.00	205.08
Beginning Balance (3)	44.08	43.62	38.63	6.59	4.08	8.31	-3.43	7.86
Less Ending Balance	44.78	38.01	6.46	3.96	8.20	-2.83	9.00	17.79
Total Amount Allocated	177.67	197.81	214.34	204.25	183.15	202.50	191.58	195.15
In 1979 Dollars	177.67	174.34	173.11	163.22	140.27	148.41	133.94	133.66

Sources: Annual Financial and Budget Report to the California Community Colleges from the Los Angeles Community College District, CCFS-311, 1979-80 through 1985-86.

Notes:

(1) Financial aid payments to students are excluded.

(2) Includes transfers from Special Reserve Fund in 1982-83.

(3) Differences between the beginning balance and the previous year's ending balance occur due to minor accounting adjustments.

Table 28: General Fund Expenditures by Activity, 1979-80 through 1986-87 (Millions of Dollars)

Description

Table 28 presents general fund expenditures by major activity for the period 1979-80 through 1986-87. The amounts reported are in millions of dollars and the proportions of total expenditures by function are given in percentages.

The major expenditure activities are divided into two categories: instruction and administrative support. Total instruction is further divided into instruction and instructional support, while administrative support includes administration, counseling, student services, physical plant, general institutional support, community and ancillary services.

Table 28 also reports expenditure per average daily attendance (ADA) in current and constant 1979 dollars for each year.

Discussion

The dollar value of total general fund expenditures, which has hovered around $200 million, has risen 10% (from $177.35 million in 1978-79 to $195.23 million in 1986-87). Expenditures peaked at $214.36 million in 1981-82 in line with overall enrollment. Nominal expenditure per ADA has increased by 46% since 1979-80; however, in real terms, its level in 1986-87 remained at about that in 1979-80, having declined 8% from its peak of $2,757 in 1984-85. Nominal expenditure per ADA rose sharply during the last three years and, particularly in 1985-86, when cost reduction measures were unable to keep pace with rapidly falling enrollments.

Since 1978-79, instructional and non-instructional (administration and support services) expenditures have generally maintained relatively constant proportions of total expenditures, with instruction at around 53% and non-instruction at 47%. The year 1983-84, when instruction went up to 56%, was an exception. Over the seven-year period, the proportions between the non-instructional administrative and support services categories have shifted about 4% in favor of administration, which is a much smaller proportion (11%) of total expenditures than support services (37%). Since 1984-85, department chairs have been increasingly reported under administration (instructional administration sub-category) rather than instruction; this explains the increased share of administration in total expenditures.

Within total instruction, expenditure on direct instruction accounted for 49% of total expenditures in 1986-87, less than its proportions in the previous three years. This is because true expenditures on instruction since 1984-85 have been masked by increased reporting of departmental chairs under the administration category, as noted above.

Higher expenditures on instructional support costs have been at the expense of support services as a whole, and in particular, of its sub-categories, physical plant and general institutional support, whose percentages have steadily declined since 1979-80. General institutional support was the largest support sub-category in 1978-79, accounting for 14% of total expenditures, followed by physical plant (12.4%); by 1986-87, the share of general institutional support had fallen to 11.3% and physical plant 12%. Other support expenditures, which include counseling, student and community services, have remained stable proportions of total expenditures, while ancillary services, though minor with a proportion less than 1%, has more than doubled its share since 1981-82.

TABLE 28
GENERAL FUND EXPENDITURES BY ACTIVITY, 1979-80 THROUGH 1986-87
(Millions of Dollars)

	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87
Instruction	87.64	97.43	105.08	101.74	96.84	103.24	95.56	96.54
Instructional Support	6.64	7.58	8.67	7.72	6.36	6.52	5.81	5.99
Subtotal Instruction	94.28	105.00	113.74	109.46	103.20	109.76	101.37	102.53
Instructional Admin.(1)	7.28	8.52	9.00	13.03	11.87	18.08	15.06	15.88
Planning & Policy Making	5.87	5.81	5.68	7.11	4.89	6.19	5.19	5.18
Subtotal Administration	13.15	14.32	14.69	20.14	16.75	24.27	20.25	21.06
Admissions & Records	3.22	3.76	4.46	4.38	3.79	4.81	4.33	5.02
Counseling	6.96	8.00	8.21	7.91	7.11	7.99	6.96	7.19
Student Services	9.30	11.31	11.59	10.17	9.04	9.93	10.15	10.29
Physical Plant	22.06	24.88	28.52	25.12	22.98	24.23	21.75	23.48
Gen. Institutional Support	24.84	25.84	28.08	22.12	15.43	17.84	21.93	22.08
Community Services	3.24	4.26	4.71	3.76	3.56	3.56	3.01	2.33
Other Services & Operations	0.31	0.44	0.36	1.17	1.20	1.19	1.07	1.24
Subtotal Support Services	69.93	78.49	85.92	74.63	63.11	69.54	69.20	71.64
Total General Fund Expenditures(2)	177.35	197.82	214.36	204.23	183.06	203.56	190.81	195.23
Expenditure per ADA								
Current Dollars	2,544	2,787	2,981	2,880	3,012	3,762	3,868	3,710
1979 Dollars	2,544	2,457	2,408	2,302	2,307	2,757	2,704	2,541

(Percentages)

	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87
Instruction	49.4	49.2	49.0	49.8	52.9	50.7	50.1	49.4
Instructional Support	3.7	3.8	4.0	3.8	3.5	3.2	3.0	3.1
Subtotal Instruction	53.2	53.1	53.1	53.6	56.4	53.9	53.1	52.5
Instructional Admin.(1)	4.1	4.3	4.2	6.4	6.5	8.9	7.9	8.1
Planning & Policy Making	3.3	2.9	2.7	3.5	2.7	3.0	2.7	2.7
Subtotal Administration	7.4	7.2	6.9	9.9	9.2	11.9	10.6	10.8
Admissions & Records	1.8	1.9	2.1	2.1	2.1	2.4	2.3	2.6
Counseling	3.9	4.0	3.8	3.9	3.9	3.9	3.6	3.7
Student Services	5.2	5.7	5.4	5.0	4.9	4.9	5.3	5.3
Physical Plant	12.4	12.6	13.3	12.3	12.6	11.9	11.4	12.0
Gen. Institutional Support	14.0	13.1	13.1	10.8	8.4	8.8	11.5	11.3
Community Services	1.8	2.2	2.2	1.8	1.9	1.8	1.6	1.2
Other Services & Operations	0.2	0.2	0.2	0.6	0.7	0.6	0.6	0.6
Subtotal Support Services	39.4	39.7	40.1	36.5	34.5	34.2	36.3	36.7
Total General Fund Expenditures	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Sources: Annual Financial and Budget Report to the California Community Colleges, 1979-80 through 1986-87. CAF-320, Office of Enrollment Management, 1979-80 through 1986-87.

Notes:

(1) Department chairs have been increasingly reported under Instructional Administration during this period and uniformly so since 1984-85.

(2) Differs from amount available in Table 27 due to the exclusion of transfers to special funds.

Table 29: Basic Program Expenditures by Location, 1986-87 (Millions of Dollars)

Description

Table 29 shows basic educational program expenditures for locations including the District Office and all nine colleges in 1986-87. Program expenditures are broadly divided into personnel and support costs. Personnel expenditures are further divided into certificated and non-certificated salaries and benefits, while support costs includes books and supplies, and plant operating expenses. For each location, expenditures are reported in both current dollar amounts and proportions of that location's total.

Discussion

In 1986-87, the districtwide basic program expenditure amount was $164.47 million, 1.5% below the previous year's level. All the colleges, with the exception of East and Mission, experienced declines in basic program expenditures.

Personnel expenditures soaked up the dominant share (89%) of the District's basic program expenditures in 1986-87, 1% below the previous year's level. Among the colleges, personnel expenditures ranged from 84% to 93%, with the smaller colleges generally spending lower proportions for personnel and the District Office spending less than any of the colleges (76%) on personnel.

Within personnel costs, 41% of all basic program expenditures were for the salaries and benefits of regular certificated instructors, followed by 25% on non-instructional non-certificated employees. The inter-college range for regular teaching personnel was from 35% to 50%, with the smaller colleges again spending in the lower proportions,. When regular and hourly instructor expenses were combined, the average proportion in the District was 49%. As expected, the District Office had the highest proportion of non-instructional employees (56%) and no certificated teaching personnel. At the smaller colleges, the effect of economies of scale operated to keep their non-instructional personnel "overhead" burden higher than at the larger colleges; for example, Southwest and West had 24%-25% non-instructional employees while Pierce had 19%.

Certificated administrative salaries and benefits were 5% of District basic program expenditures (down from 8% the previous year and the same level as in 1984-85), with the smaller schools spending above the norm. Expenditures for hourly-rate teaching assignments, other certificated personnel, and instructional aides all varied within a narrow range, except for Mission, where the use of other certificated personnel was proportionately greater.

Looking at the non-personnel expenditures that support the basic programs and that account for 11% of the districtwide total, books and supplies were a minor amount (2%) and generally uniform across the District. Operating expenses of the physical plant (9% of total) varied much more, with proportions higher at the smaller campuses, which again reflected reduced economies of scale. Leased space at the District

Office and Mission contributed to higher plant costs, with District Office data processing costs also a factor.

Districtwide basic program expenditures fell from $167 million in 1985-86 to $164.5 million in 1986-87. Within this declining budget, the proportions between personnel and support costs have shifted in favor of support costs, whose share of total expenditures rose from 10.2% to 11% over the same period. Higher expenditures on plant operations, books and supplies have contributed to the increase in the share of support expenditures in total expenditures. The decline in proportion of personnel expenditures fell on certificated administrators more than any other personnel category, shifting from 7.6% to 4.7% in the District, but to varying extents at the different locations. The shift in proportions towards non-personnel expenditures occurred at all locations except Pierce and the District Office, where percentages remained the same.

TABLE 29
BASIC PROGRAM EXPENDITURES BY LOCATION, 1986-87 (Millions of Dollars)

	City	East	Harbor	Mission	Pierce	Southwest	Trade-Tech	Valley	West	District Office	District Total
Certificated Salaries and Benefits											
Teaching, regular assignment	$10.44	$8.71	$6.44	$2.11	$12.09	$3.37	$9.63	$10.57	$4.51	$0.00	$67.90
Teaching, hourly assignment	1.91	1.69	0.92	0.57	1.76	0.78	1.71	1.45	1.07	0.00	11.86
Certificated Administrators	0.75	0.75	0.56	0.40	0.84	0.45	1.26	0.80	0.46	1.46	7.73
Other Certificated	1.52	1.40	1.08	0.58	1.95	0.78	1.28	1.61	1.02	0.23	11.45
Noncertificated Salaries and Benefits											
Instructional Aides	0.65	0.42	0.38	0.07	0.90	0.34	0.60	0.57	0.33	0.00	4.27
Noninstructional Employees	4.64	3.85	3.09	1.27	4.66	2.38	4.76	4.37	2.73	9.72	41.46
Subtotal Personnel Costs	19.90	16.82	12.47	5.01	22.19	8.10	19.24	19.39	10.14	13.10	146.35
Books & Supplies	0.36	0.47	0.29	0.11	0.64	0.19	0.68	0.62	0.25	0.16	3.77
Operating Expenses of Plant(1)	1.25	1.30	0.94	0.88	1.52	1.01	1.24	1.27	0.86	5.08	15.36
Subtotal Support Costs	1.61	1.77	1.23	0.99	2.16	1.20	1.93	1.89	1.11	4.23	18.11
Total Location Expenditures	$21.51	$18.59	$13.70	$6.00	$24.34	$9.30	$21.17	$21.28	$11.25	$17.33	$164.47
Certificated Salaries and Benefits											
Teaching, regular assignment	48.6%	46.9%	47.0%	35.2%	49.7%	36.3%	45.5%	49.7%	40.1%	0.0%	41.3%
Teaching, hourly assignment	8.9	9.1	6.7	9.6	7.2	8.4	8.1	6.8	9.5	0.0	7.2
Certificated Administrators	3.5	4.0	4.1	6.7	3.4	4.8	6.0	3.8	4.1	8.4	4.7
Other Certificated	7.1	7.5	7.9	9.7	8.0	8.4	6.0	7.6	9.1	1.3	7.0
Noncertificated Salaries and Benefits											
Instructional Aides	3.0	2.3	2.8	1.2	3.7	3.7	2.8	2.7	3.0	0.0	2.6
Noninstructional Employees	21.6	20.7	22.5	21.2	19.1	25.6	22.5	20.6	24.3	56.1	25.2
Subtotal Personnel Costs	92.5	90.5	91.0	83.5	91.1	87.1	90.9	91.1	90.1	75.6	89.0
Books & Supplies	1.7	2.5	2.1	1.8	2.6	2.0	3.2	2.9	2.2	0.9	2.3
Operating Expenses of Plant	5.8	7.0	6.9	14.6	6.2	10.9	5.9	6.0	7.7	29.3	9.3
Subtotal Support Costs	7.5	9.5	9.0	16.5	8.9	12.9	9.1	8.9	9.9	24.4	11.0
Total Location Expenditures	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Year End Financial Report, F3010-001, Business Services Division. Includes Program 100 expenditures only, except as noted.

Note: District Office expenditures do not include districtwide supply, operations, equipment, and auditing accounts, and interfund transfers. They do include the Central Financial Aids administrative unit and Instructional Television.

(1) Includes expenditures on sites, buildings and equipment.

Table 30: Special Purpose Expenditures, 1981-82 through 1986-87

Description

Table 30 presents districtwide data on special purpose expenditures from 1981-82 through 1986-87. Each of the programs listed as a column heading on the table (Bookstore, Cafeteria, Child Development Centers, Community Services, Handicap Services, Instructional Television and International Education) is budgeted under a distinct account number to separate its financial transactions from those of the basic program funds. Accounts for such activities as bookstores, cafeteria and community services all generate income as well as incur expenses. In addition, some programs produce reimbursable ADA; examples are Instructional Television (ITV) and International Education. Thus some portion of the expenditures shown here were covered by General Fund income reported in Table 27. On the other hand, Handicap Services and Child Development Centers receive categorical funding, and in the case of the latter, user fees help to defray some of the costs.

Total expenditures are also divided into salaries and benefits (which combines certificated and non-certificated salaries and employee benefits) and "other" expenditures (comprising books and supplies, operating expenses and sites, buildings and equipment). Beginning in 1986-87, personnel expenditures for Cafeteria, ITV and International Education excluded employee benefits, which were charged to different accounts and could only be estimated in past years.

Discussion

In 1985-86, districtwide special purpose expenditures fell to its lowest level since 1981-82 before increasing by 3% to $20.7 million in 1986-87. Within total expenditures, the proportion of salaries and benefits between 1981-82 and 1985-86 has remained relatively stable at about 48% of the total; in 1986-87, this share dropped to 41% because of the exclusion of employee benefits from cafeteria, ITV and International Education personnel costs.

Of the special purpose expenditure categories, the Bookstore account was by far the largest, with almost 57% of total 1986-87 special purpose expenditures, followed by Cafeteria and Community Services accounts (12% and 11% of the total). ITV and International Education together total less than 3% of the District's special purpose expenditures. Between 1985-86 and 1986-87, Bookstore expenditures grew by 19%, while Handicap Services expenditures fell by 9%.

Within each program, the distribution of salaries and benefits versus non-personnel expenses varies significantly from the districtwide pattern depending on the program activity; for example, in 1986-87, 85% of Bookstore expenditures fell within "other" expenditures (mainly books and supplies) while 97% of Handicap Services expenditures were on salaries and benefits.

TABLE 30
SPECIAL PURPOSE EXPENDITURES, 1981-82 THROUGH 1986-87

(Thousands of dollars)

Objects	Bookstore	Cafeteria(2)	Child Development Centers	Community Services	Handicap Services	Instructional Television(2)	International Education(2)	Total
Salaries and Benefits								
1981-82	$1,870.8	$2,369.0	$1,513.9	$3,505.5	$1,971.0	$491.9	$150.6	$11,872.7
1982-83	1,931.7	2,198.8	1,339.5	2,096.3	1,708.2	406.5	155.2	9,836.2
1983-84	1,783.2	1,551.7	1,312.8	2,021.6	1,692.8	419.3	159.9	8,941.2
1984-85	2,322.0	2,008.2	1,553.0	2,019.0	2,003.4	487.0	169.0	10,561.6
1985-86	2,020.2	1,619.6	1,508.1	1,778.5	2,091.9	427.1	190.9	9,636.3
1986-87	1,831.5	1,206.8	1,507.4	1,554.6	1,904.8	342.9	153.6	8,501.6
Other (1)								
1981-82	$8,364.6	$2,287.0	$175.7	$649.5	$44.9	$244.0	$12.6	$11,778.3
1982-83	9,058.1	2,075.7	133.9	865.3	28.2	129.7	7.2	12,298.1
1983-84	9,367.0	1,468.8	132.5	1,134.0	29.2	115.3	6.5	12,253.3
1984-85	8,584.0	1,426.0	57.0	1,421.0	25.0	137.0	8.0	11,658.0
1985-86	7,824.0	1,211.4	34.4	1,114.2	54.3	197.4	16.1	10,451.8
1986-87	9,913.5	1,285.0	31.9	774.4	50.4	158.8	17.4	12,231.4
Total Expenditures								
1981-82	$10,235.4	$4,656.0	$1,689.6	$4,155.0	$2,015.9	$735.9	$163.2	$23,651.0
1982-83	10,989.8	4,274.5	1,473.4	2,961.5	1,736.4	536.2	162.4	22,134.3
1983-84	11,150.1	3,020.6	1,445.3	3,155.5	1,722.0	534.6	166.5	21,194.5
1984-85	10,906.0	3,434.2	1,610.0	3,440.0	2,028.4	624.0	177.0	22,219.6
1985-86	9,844.2	2,831.0	1,542.5	2,892.7	2,146.2	624.5	207.0	20,088.1
1986-87	11,745.0	2,491.8	1,539.3	2,329.0	1,955.2	501.7	171.0	20,733.0

Source: Accounting by Object reports 3010-001 (Summary of Selected Programs).

(1) "Other" includes books and supplies, operating expenses, and sites, buildings and equipment.
(2) Fringe benefits not charged to program.

Table 31: Special Student Service Expenditures and Special Project Grants by College, 1978-79 through 1986-87

Description

Table 31 reports dollar amounts of special service expenditures by college for 1978-79 through 1986-87. Special student service expenditures include Financial Aid, Extended Opportunity Programs and Services (EOP&S) and the Veterans' Cost of Instruction Program (VCIP). Financial Aid expenditures include federally-funded aid and loan programs for students deemed eligible based on need: Pell, National Direct Student Loan (NDSL), College Work Study (CWS), Supplemental Education Opportunity Grant (SEOG) and National Student Loan (NSL). EOP&S also supports services for students deemed eligible based on financial need, while the VCIP is an extension of the federal GI Bill and supports veterans attending college.

Historical records for Handicap Services and Child Development Centers have not yet been reconstructed for this report. Recent 1981-82 through 1986-87 fiscal year expenditures are shown on Table 30.

The table also presents total awards to colleges for special project grants over the same nine-year period. Special project grants are awarded on the basis of specific proposals to funding agencies, which are typically public educational and governmental sources.

Discussion

Special student service expenditures for Financial Aid, EOP&S and VCIP have generally fallen since 1981-82. Financial Aid expenditures have fluctuated between $6.9 million and $11.8 million, rising in the last two years after a 5-year decline. In 1986-87, City, Trade-Tech and East accounted for 58% of total financial aid in the District. Among the Financial Aid programs, NSL is the smallest of the five programs; it declined the most rapidly in 1986-87. NDSL, on the other hand, which loans federal funds through private financial institutions, grew fastest in that year, presumably taking over the lending role previously played by the federal government.

EOP&S expenditures have fluctuated between $2.4 million and $3.5 million, peaking in 1981-82 and falling over the last two years to $3.2 million. Most of the 1986-87 EOP&S expenditures were at City, Southwest and Trade-Tech, accounting for 54% of total EOP&S expenditures.

The smallest of the special service expenditures, VCIP, was $46,600 in 1986-87, down 5% from the previous year. VCIP was sharply reduced in 1981-82 when it fell from over $200,000 to just under $70,000, and again in 1983-84 to $37,300. These funds are affected by terms of GI benefits. In 1986-87, more than half of VCIP expenditures were at City ($12,000) and Harbor ($12,000).

Total special project grants ranged from approximately $1.1 million to $2.5 million over the nine-year period. In 1985-86, Southwest received a Department of Education Title III Institutional Development grant for $3.65 million over five years, and $1 million from the Governor's discretionary funds for Operation SERVE (Southwest Employment Referral Vocational Education). With this exception, special project awards have declined considerably since 1981-82, which reflects public funding reductions in several major program sources. The size of Southwest's total special project grants was exceeded only by that of East, which in 1986-87, was 54% of the total amount in the District.

TABLE 31

SPECIAL STUDENT SERVICE EXPENDITURES AND SPECIAL PROJECT GRANTS BY COLLEGE, 1978-79 THROUGH 1986-87

(Thousands of Dollars)

Fund Categories	City	East	Harbor	Mission	Pierce	Southwest	Trade-Tech	Valley	West	District
Financial Aid										
1978-79	$2,280.9	$1,059.4	$328.4	$171.5	$538.9	$1,212.1	$2,738.2	$599.6	$786.6	$9,715.6
1979-80	2,919.7	1,445.4	411.0	203.2	709.0	1,723.6	2,689.0	819.1	832.3	11,752.3
1980-81	2,416.6	1,381.5	408.1	167.5	605.4	1,589.4	2,142.5	692.5	834.2	10,237.6
1981-82	2,132.2	1,069.9	342.6	141.5	623.6	927.5	1,761.4	563.6	596.1	8,158.4
1982-83	1,454.5	867.2	449.8	151.4	657.2	936.7	2,025.0	646.1	625.7	7,813.7
1983-84	1,550.5	763.8	283.4	155.1	662.4	952.5	1,751.6	574.7	517.5	7,211.4
1984-85	1,555.9	810.9	274.0	149.5	662.2	945.6	1,379.6	602.5	522.9	6,903.0
1985-86	1,719.0	1,116.8	385.4	168.7	668.7	814.6	1,456.8	637.9	471.3	7,439.2
1986-87	1,859.4	1,092.8	387.7	206.6	739.3	741.1	1,641.2	704.9	445.3	7,818.3
Extended Opportunity Programs and Services (EOP&S)										
1978-79	$423.4	$348.3	$181.3	$139.5	$147.4	$399.6	$365.9	$133.2	$291.5	$2,430.0
1979-80	624.4	390.2	223.7	130.7	170.0	400.7	460.2	193.4	360.0	2,953.4
1980-81	786.3	377.2	198.0	154.3	153.0	590.0	416.5	286.5	386.2	3,348.0
1981-82	931.7	358.4	188.1	146.6	145.4	560.6	493.5	272.2	352.7	3,449.3
1982-83	842.2	425.6	171.9	151.7	153.9	511.4	446.1	246.1	318.8	3,267.8
1983-84	780.9	471.5	159.4	148.6	168.3	472.4	497.5	228.2	295.6	3,222.2
1984-85	902.2	391.9	159.4	171.6	168.3	542.9	497.5	247.7	295.6	3,376.9
1985-86	870.3	414.8	151.4	190.2	176.8	515.7	472.6	266.6	280.8	3,339.2
1986-87	717.9	411.7	146.9	184.5	171.5	548.6	458.4	258.6	303.2	3,201.3
Veterans' Cost of Instruction Program (VCIP)										
1978-79	$60.1	$55.7	$43.0	$7.9	$32.1	$18.6	$74.8	$41.8	$19.4	$353.5
1979-80	50.4	46.4	28.6	5.9	25.8	17.3	51.5	32.9	17.0	275.9
1980-81	41.3	48.4	24.8	4.3	14.8	13.9	45.3	23.1	11.9	227.8
1981-82	15.6	0.0	12.3	1.5	6.9	0.0	16.9	10.1	5.5	68.8
1982-83	12.5	0.0	11.9	1.5	6.0	4.8	17.2	8.7	3.7	66.3
1983-84	7.3	0.0	6.5	0.7	3.4	2.7	9.4	5.1	2.1	37.3
1984-85	9.5	0.0	9.1	0.7	3.2	3.5	8.0	5.1	0.0	39.2
1985-86	12.1	0.0	10.9	0.5	5.2	5.3	8.6	4.5	1.8	49.0
1986-87	12.1	0.0	12.1	0.8	6.0	4.3	4.7	5.0	1.6	46.6
Special Project Grants										
1978-79	$58.8	$639.6	$311.0	$43.0	$28.4	$64.0	$33.4	$137.3	$0.0	$1,315.6 (1)
1979-80	157.1	924.1	458.8	210.1	282.6	244.3	108.6	132.9	5.2	2,523.7 (2)
1980-81	71.3	1,054.1	117.4	223.9	45.3	64.7	122.7	217.2	28.5	1,945.1
1981-82	64.1	997.6	72.5	126.6	18.5	159.6	30.1	156.1	85.6	1,710.8
1982-83	30.5	856.4	5.8	49.3	9.0	0.8	6.9	146.2	9.7	1,117.6 (3)
1983-84	35.0	891.7	71.1	78.2	8.0	36.0	10.2	15.0	150.0	1,295.4
1984-85	113.8	982.2	53.2	61.5	0.0	41.0	4.0	6.6	32.9	1,295.2
1985-86	265.2	1,210.2	191.5	18.8	14.4	516.9	3.0	9.0	35.1	2,264.1
1986-87	243.9	1,095.1	11.0	38.8	0.0	607.0	0.0	8.9	23.6	2,028.3

Source: Data has been provided by various sources within the Los Angeles Community Colleges. In the categories of Financial Aid and EOP&S the funding agencies determine college and central administrative office allocations.

(1) Includes a $14,000 "Project with Industry" grant to the District Offices.

(2) Includes a $25,700 grant to Instructional Television for the film "History of Japanese in America".

(3) Includes $2,840 awarded to Metropolitan College and the District Office.

Table 32: Special Vocational Education Funds by Location, 1978-79 through 1986-87

Description

Table 32 shows dollar amounts of special vocational education funds awarded to the colleges and to the District between 1978-79 and 1986-87. The first part of the table shows amounts awarded directly to each location, while the lower portion shows allocations to colleges from District awards. Direct awards to locations are divided into awards for employment training which do not originate from the Vocational Education Act (VEA) and its Special Projects Grants and into those grants stemming from the VEA stream. Under indirect awards made to the District and then reallocated to college locations and District Administration, only VEA awards (known as Perkins Vocational Education Act after 1984) are displayed.

The following describes types of sources to which community colleges apply for funding to support vocational education and services:

Employment Training. Federal and state programs include the Comprehensive Employment and Training Act (CETA), the Comprehensive Worker Education and Training Act (CWETA), Job Training Partnership Act (JTPA), the Employment Training Panel (ETP), and Employment Based Training (EBT), formerly known as Investment in People (IIP). The emphasis in these programs is on job training and placement for disadvantaged youth and adults, and on the upgrading or retraining of employees or displaced workers. Programs such as GAIN and Second Start are also included under Employment Training.

Carl D. Perkins Vocational Education Act 1984 (formerly Vocational Education Act). This legislation replaces prior legislation and continues federal assistance for vocational education programs and services in three specific areas: vocational education opportunities (Title IIA); vocational education program improvement, innovation and expansion (Title IIB); and consumer and homemaking education (Title IIIB).

Vocational Education Special Project Grants (under Perkins VEA). These project grants support vocational education and supplementary services for specific curricula and/or target groups such as disadvantaged or handicapped students, limited English speaking students, displaced homemakers and women in non-traditional occupational fields.

The table also shows nine-year totals for each category of award in each location.

Discussion

Total vocational education awards to the District as a whole over the nine-year period was $55.9 million. Awards were based on need and nature of program offerings rather than size of the institution; Trade and City received the largest amounts of $7.6 million and $6.9 million, outranking Pierce and Valley. The trend in size of awards districtwide showed a three-year fluctuation between $3.6 million and $5.3 million before climbing to a peak of $9.4 million in 1983-84; this was followed by a sharp decline in 1985-86, settling at $5.3 million in 1986-87. Trends in awards for each location varied significantly from the District with different peak years; the District Office, for example, received sizeable grants of between $3 million and $5.6 million from 1981-82 to 1984-85, while City, Pierce and West each received their largest funding over the nine-year period in 1986-87. Most of this fluctuation in timing of awards can be attributed to direct awards which are one-time awards for specific projects awarded on the basis of individual vocational education proposals.

Direct awards in the District, just over $28 million, accounted for about half the nine-year total; of the two broad categories under direct awards, Employment Training accounted for about 97%, meaning VEA played a very minor role in the funding of vocational education at the college level, especially in the last three years, with most of the funds going to the District for reallocation to the colleges.

Funding for Employment Training has been far more variable than that for VEA grants. Sources for Employment Training have changed over the years, and these have been accompanied by differences in methods of funding. District administered programs, with the $14 million infusion of ETP monies between 1982-83 and 1984-85, was by far the largest direct award, and nearly half of the nine-year total in direct awards. Other funding sources of importance are JTPA and EBT.

Vocational Education Act funding to the District has been more stable over the period than to the colleges, ranging from $2.8 million to $3.5 million districtwide. The general direction of change shows an incline to 1981-82, followed by a two-year decline and fluctuation over the last three years. Funds include all VEA subparts awarded to the District and allocated to the colleges; of these subpart categories, postsecondary instruction is typically around 60% of awards and funds a large proportion of college equipment purchases and replacements. The remainder are funds to support activities described under Special Project Grants, but allocated to the District rather than awarded to the colleges on the basis of specific proposals.

VEA direct awards to colleges (including Special Project grants) are a small proportion of special vocational funding, at 4% of the eight-year grand total. As the table indicates, these funds vary a great deal by year and by college, with no funds received in 1985-86.

TABLE 32
SPECIAL VOCATIONAL EDUCATION FUNDS AWARDED BY LOCATION, 1978-79 THROUGH 1986-87
(Thousands of Dollars)

Fund Categories	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District Admin.	District
Employment Training (1)											
1978-79	$235.0	$2.0	$1.0	$0.8	$2.5	$1.3	$0.0	$1.0	$5.0	$0.0	$248.5
1979-80	215.1	162.2	1.7	1.1	1.2	388.1	810.3	482.1	4.1	0.0	2,065.9
1980-81	247.5	1.8	91.7	1.2	3.0	1.5	1.2	155.6	2.7	0.0	506.2
1981-82	269.3	2.5	0.8	1.0	2.9	1.6	1.6	0.0	100.0	2,906.9	3,286.6
1982-83	306.9	2.6	221.9	1.3	91.8	2.0	354.8	0.0	39.0	4,000.0	5,020.2
1983-84	845.7	384.1	73.1	1.4	2.8	2.5	287.9	0.0	2.6	5,000.0	6,600.1
1984-85	618.7	423.4	205.8	0.8	2.0	0.8	88.2	1.2	3.6	5,000.0	6,344.5
1985-86	486.3	3.6	130.0	0.8	2.4	41.5	3.6	1.2	2.4	62.0	733.8
1986-87	802.7	31.1	56.0	0.0	276.9	84.7	110.7	196.0	200.0	486.5	2,244.6
Total	$4,027.2	$1,013.2	$781.9	$8.3	$385.5	$524.0	$1,658.4	$837.1	$359.4	$17,455.4	$27,050.4
Vocational Education Act and Vocational Education Special Project Grants (2)											
1978-79	$60.0	$0.0	$5.5	$0.0	$66.0	$0.0	$0.0	$0.0	$0.0	$0.0	$131.4
1979-80	50.0	0.0	0.0	0.0	243.1	0.0	0.0	0.0	0.0	0.0	293.1
1980-81	14.1	0.0	65.0	0.0	200.0	0.0	0.0	25.0	0.0	0.0	304.1
1981-82	0.0	0.0	20.0	0.0	15.0	0.0	0.0	0.0	0.0	0.0	35.0
1982-83	1.4	1.4	1.4	1.4	1.4	161.4	1.4	1.4	1.4	0.0	172.7
1983-84	0.0	0.0	0.0	6.5	0.0	0.0	6.5	0.0	0.0	0.0	13.0
1984-85	0.0	0.0	0.0	0.0	10.0	0.0	0.0	0.0	0.0	0.0	10.0
1985-86	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1986-87	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.9	0.0	0.0	4.9
Total	$125.5	$1.4	$91.9	$7.9	$535.5	$161.4	$7.9	$31.3	$1.4	$0.0	$964.2
Total Direct Awards											
1978-79	$295.0	$2.0	$6.5	$0.8	$68.5	$1.3	$0.0	$1.0	$5.0	$0.0	$380.0
1979-80	265.1	162.2	1.7	1.1	244.3	388.1	810.3	482.1	4.1	0.0	2,359.0
1980-81	261.6	1.8	156.7	1.2	203.0	1.5	1.2	180.6	2.7	0.0	810.2
1981-82	269.3	2.5	20.8	1.0	17.9	1.6	1.6	0.0	100.0	2,906.9	3,321.6
1982-83	308.3	4.0	223.3	2.7	93.2	163.4	356.2	1.4	40.4	4,000.0	5,193.0
1983-84	845.7	384.1	73.1	7.9	2.8	2.5	294.4	0.0	2.6	5,000.0	6,613.1
1984-85	618.7	423.4	205.8	0.8	12.0	0.8	88.2	1.2	3.6	5,000.0	6,354.5
1985-86	486.3	3.6	130.0	0.8	2.4	41.5	3.6	1.2	2.4	62.0	733.8
1986-87	802.7	31.1	56.0	0.0	276.9	84.7	110.7	200.9	200.0	486.5	2,249.5
Total	$4,152.6	$1,014.6	$873.8	$16.2	$921.0	$685.4	$1,666.3	$868.4	$360.8	$17,455.4	$28,014.6

Continued on next page

TABLE 32 (Cont.)

SPECIAL VOCATIONAL EDUCATION FUNDS AWARDED BY LOCATION, 1978-79 THROUGH 1986-87

(Thousands of Dollars)

Fund Categories	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District Admin.	District
Funds Allocated by the District (Perkins Vocational Education Act and Previous VEA Funding)											
1978-79	$277.4	$277.0	$230.4	$202.0	$424.3	$236.8	$660.9	$322.6	$248.4	$388.9	$3,268.8
1979-80	308.5	224.7	203.2	197.2	284.7	190.1	670.5	315.4	313.9	248.7	2,957.0
1980-81	318.0	255.7	232.1	176.2	300.7	208.9	597.0	238.9	241.2	749.1	3,317.8
1981-82	296.3	306.3	291.6	283.1	308.4	222.7	820.5	196.8	179.2	636.4	3,541.3
1982-83	290.0	220.2	215.8	149.6	316.6	216.1	735.1	242.8	165.8	327.3	2,879.3
1983-84	238.1	180.3	180.5	144.7	291.3	137.8	612.9	251.8	135.7	621.7	2,794.8
1984-85	280.1	176.3	197.5	147.2	295.0	216.0	600.2	237.7	116.2	566.8	2,833.0
1985-86	355.5	224.8	207.6	153.2	381.9	219.6	604.8	289.6	161.5	631.5	3,230.0
1986-87	381.5	278.3	194.6	141.2	327.5	151.5	637.1	324.7	208.1	454.1	3,098.6
Total	$2,745.4	$2,143.6	$1,953.3	$1,594.4	$2,930.4	$1,799.5	$5,939.1	$2,420.3	$1,770.1	$4,624.5	$27,920.5
Grand Total											
1978-79	$572.4	$279.0	$236.8	$202.7	$492.8	$238.1	$660.9	$323.6	$253.4	$388.9	$3,648.8
1979-80	573.6	386.9	204.9	198.3	528.9	578.2	1,480.9	797.5	318.0	248.7	5,316.0
1980-81	579.6	257.5	388.8	177.4	503.7	210.4	598.2	419.5	243.9	749.1	4,128.0
1981-82	565.6	308.8	312.4	284.1	326.3	224.3	822.1	196.8	279.2	3,543.3	6,862.9
1982-83	598.3	224.2	439.1	152.3	409.8	379.5	1,091.3	244.2	206.2	4,327.3	8,072.3
1983-84	1,083.8	564.4	253.6	152.6	294.1	140.3	907.3	251.8	138.3	5,621.7	9,407.9
1984-85	898.8	599.7	403.3	148.0	307.0	216.8	688.4	238.9	119.8	5,566.8	9,187.5
1985-86	841.8	228.4	337.6	154.0	384.3	261.1	608.4	290.8	163.9	693.5	3,963.8
1986-87	1,184.2	309.4	250.6	141.2	604.4	236.2	747.8	525.6	408.1	940.6	5,348.1
Total	$6,898.0	$3,158.2	$2,827.1	$1,610.6	$3,851.4	$2,484.9	$7,605.4	$3,288.7	$2,130.9	$22,079.9	$55,935.1

Sources: Office of Occupational and Technical Education, Los Angeles Community College Distirct. For the awards totaled here the funding agencies determine college and central administrative office allocations. Although some awards are for multiple years, the total amount of each award is tabulated for the fiscal year in which the program began.

(1) Includes Comprehensive Employment Training Act (CETA) prior to 1983-84, the Joint Training Partnership Act (JTPA), California Worksite Education and Training Act (CWETA) awards from 1980-81 through 1982-83,the Employment Training Panel (ETP), and the Employment Based Training Program, California Community Colleges (EBT was Investment in People or IIP until 1983-84). Also includes GAIN, Second Start and miscellaneous employment-based funding.

(2) VEA Subparts 2 through 5, 1978-79 through 1985-86 and Vocational Education Special Project Grants.

FISCAL AND PERSONNEL RESOURCES

Table 33.1:	Personnel Distribution by Employment Category, Sex and Ethnicity, 1980-81 through 1986-87
Table 33.2:	Personnel Distribution by Location, Sex and Ethnicity, 1985-86 and 1986-87

Description

Table 33.1 shows the distribution of District employees by sex, ethnicity and employment category from 1980-81 through 1986-87. Benchmark percentages by ethnicity and category are also shown to indicate the District's progress toward affirmative action goals. Employment categories cover the following: executive/administrative/managerial, faculty (full-time and hourly), professional/non-faculty, secretarial/clerical, technical/paraprofessional, skilled crafts, and service maintenance.

Table 33.2 shows proportions of employees by college/location, sex and ethnicity for 1985-86 and 1986-87. Prior to 1985-86, data were not broken down into male and female categories, so only these years are shown in the table. Comparisons of district employee distribution with individual college service area population by ethnic group are also shown on Table 33.2.

Time series data were obtained from past issues of *College Annual Reports* and from the Office of Affirmative Action Programs and Services.

Discussion

Federal and state civil rights legislation require the District to maintain continuing commitment to affirmative action personnel policies. All colleges and the District Office have set goals for each employee category to make the ethnic and gender distributions reflect those in the population. A statewide Task Force on Availability Data recommends minimum benchmarks against which affirmative action goals can be evaluated. Benchmarks shown on Table 33.1 were set in 1982 and are being reevaluated to achieve more equitable representation of minority groups and women.

Benchmarks in certificated faculty and professional/non-faculty are 10% for blacks, 10% for Hispanics, 4% for Asian/Pacific Islanders and 40% for women. Percentages are the same in the executive/administrative/managerial category, except that the benchmark for women is 38%. In other classified categories, the benchmarks are 11% for blacks, 18% for Hispanics and 4% for Asians. Women should be at least 40% in secretarial/clerical and service maintenance classes, 35% in the technical/paraprofessional class, and 5% in the skilled crafts category. Benchmarks for ethnic groups are significantly lower than the corresponding percentages of these groups in the population served by the District: Asians 7.5%, blacks 14.5% and Hispanics 32.6% (Table 33.2).

District hiring in all categories has fallen steadily since 1980-81, the start of the data series. Total employment fell from 7,157 in 1980-81 to 5,563 in 1986-87; only in secretarial/clerical and service/maintenance was there increased hiring in 1986-87. Hiring at all colleges and at the District Office also fell in 1986-87. However, despite reductions in overall staffing in all categories and locations over the observed time period, progress in affirmative action hiring goals has advanced. The following discussion focuses on employment by occupational category in relation to ethnicity and gender at the District and college levels over the seven-year period.

Since 1980-81, the overall percentage of black employees in the District has been above the black share of District area population. In 1986-87, blacks exceeded state benchmarks in all employment categories, although they were below their population percentages in faculty, professional, technical and skilled crafts positions. Black employees at the colleges were higher proportions of District area population except at East, Mission, Pierce and Valley. In areas where their population percentages in the college service areas are high, for example, at Southwest, Trade-Tech and West, proportions of black employees were significantly higher. Over the seven-year period, overall percentages of black male and female employment peaked in 1982-83 and then declined slightly to 1980-81 proportions.

Employment of Asians in the District as a whole was slightly higher than their population share in 1986-87, and Asians exceeded both their population and benchmark percentages in professional, secretarial/clerical, and technical/paraprofessional positions. Asians in executive/managerial and faculty were above their benchmark but not their population percentages, and in skilled crafts and service maintenance positions, their employment percentages were below both benchmark and population shares. At East, West and the District Office, Asians exceeded their service area population percentages. Over the seven-year period, the overall proportion of Asian employees has risen from 6.6% in 1980-81 to 7.8% in 1986-87; the Asian female proportion is ahead of the male percentage because of a high percentage of Asian female secretarial and clerical staff. Asian male employment has increased in proportion to other ethnic groups in all categories except skilled crafts, while Asian females have made relative gains in all categories except faculty/hourly, skilled crafts and service maintenance.

District hiring of Hispanics in total employment and at all colleges in 1986-87 continued to seriously underrepresent their district population percentage. In all personnel categories, except skilled crafts and executive/managerial positions where they just exceeded their benchmarks, they were clearly underrepresented. Even at East, where the service area population was 70% Hispanic and where Hispanic employment was proportionately highest among the colleges, their percentage was only 27%. Over the observed time period, male Hispanic employment had risen although it fell slightly in 1986-87 and remained significantly below its benchmark. Female Hispanic employment districtwide is below that of male Hispanic employment in all categories except secretarial; since 1980-81, their proportion had increased in all categories except technical and skilled crafts.

Women in districtwide employment exceeded their population share only in the traditionally female secretarial/clerical field. They were totally absent from skilled crafts, and poorly represented in executive/managerial and service/maintenance areas. Women were 41% of the large regular faculty category, however, and were above 40% overall because of this and their dominance in secretarial/clerical employment. Female employment at Trade-Tech was the lowest (36%), and only at Mission was it the majority.

For the District as a whole, since 1980-81, total female and minority employment have fluctuated within narrow ranges (between 42% and 44% for females and between 34% and 37.5% for minorities), with minorities showing a clearer trend increase in achieving workforce representation than women. Under present fiscal conditions, with little or no hiring possible, the District's efforts to make its workforce more closely reflect the community it serves will have to depend on attrition and replacement of older non-minority and male employees.

TABLE 33.1
PERSONNEL DISTRIBUTION BY EMPLOYMENT CATEGORY, SEX AND ETHNICITY, 1980-81 THROUGH 1986-87
(Percentages)

Category	Asian		Black		Hispanic		White		Other		Total Female	Total Minority	Total	
	M	F	M	F	M	F	M	F	M	F			%	No.
Executive/Admin./Managerial														
Benchmark	4		10		10				.5		38	22.5		
1980-81	6.3	0.8	11.8	8.7	7.9	0.8	50.8	12.6	0.0	0.4	23.2	36.6	100.0	254
1981-82	3.9	1.0	14.3	11.3	10.3	1.0	43.8	13.3	0.0	0.5	27.1	42.4	100.0	203
1982-83	4.8	1.1	13.4	10.2	11.3	1.6	43.0	14.5	0.0	0.0	27.4	42.5	100.0	186
1983-84	5.4	1.2	13.8	10.8	11.4	1.8	41.9	13.8	0.0	0.0	27.5	44.3	100.0	167
1984-85	5.4	1.8	13.1	11.3	12.5	1.2	41.1	13.1	0.0	0.6	28.6	45.8	100.0	169
1985-86	4.9	1.2	13.0	11.1	13.0	1.9	39.5	14.2	0.6	0.6	29.0	46.3	100.0	166
1986-87	5.2	1.3	11.6	10.3	12.3	1.9	40.6	15.5	0.6	0.6	29.7	43.9	100.0	155
Faculty/Instructors:														
Benchmark	4		10		10				.5		40	24.5		
Full-Time														
1980-81	2.0	2.4	3.7	5.3	4.8	2.9	49.9	29.1	0.2	0.0	39.5	21.0	100.0	2,154
1981-82	2.2	2.5	3.5	5.9	4.3	2.9	49.8	28.1	0.2	0.0	39.4	21.6	100.0	2,166
1982-83	2.3	2.5	4.1	6.4	4.4	3.2	48.7	28.1	0.2	0.0	40.3	23.2	100.0	1,973
1983-84	2.3	2.6	4.4	6.0	5.1	3.1	48.5	27.8	0.2	0.1	39.6	23.6	100.0	1,956
1984-85	2.5	2.6	4.4	6.0	5.0	3.3	48.0	28.0	0.2	0.1	39.9	24.0	100.0	1,911
1985-86	2.6	2.8	4.9	6.3	5.0	2.1	48.0	28.2	0.1	0.1	40.6	25.2	100.0	1,916
1986-87	2.8	2.7	4.9	6.1	5.1	3.3	47.5	27.6	0.1	0.1	39.7	25.0	100.0	1,847
Hourly														
1980-81	3.0	1.6	7.6	4.8	4.7	2.0	54.6	20.9	0.2	0.3	29.5	24.4	100.0	1,925
1981-82	3.2	1.5	8.4	4.7	5.3	2.6	49.6	22.5	0.1	0.2	31.6	26.2	100.0	2,005
1982-83	3.3	1.7	8.5	5.5	6.3	3.1	47.0	24.2	0.1	0.3	35.3	28.2	100.0	1,655
1983-84	3.2	1.4	7.6	4.4	5.2	2.4	51.8	23.7	0.3	0.1	24.7	32.0	100.0	1,852
1984-85	3.3	1.5	8.1	4.7	5.4	2.5	51.7	22.1	0.2	0.2	31.4	26.2	100.0	1,701
1985-86	4.2	1.6	6.9	4.0	4.7	4.0	51.4	23.0	0.1	0.1	40.6	25.2	100.0	1,512
1986-87	4.2	1.5	6.8	3.6	4.6	3.0	52.3	23.5	0.2	0.2	31.9	24.2	100.0	1,381
Professional/Non-Faculty														
Benchmark	4		10		10				.5		40	24.5		
1980-81	11.9	9.4	5.0	0.6	2.5	1.3	40.3	28.3	0.0	0.6	40.3	31.4	100.0	159
1981-82	12.3	10.0	5.9	1.8	2.7	3.2	36.4	27.7	0.0	0.5	43.2	36.4	100.0	220
1982-83	12.4	10.2	5.3	4.4	2.2	4.0	35.0	26.5	0.0	0.0	45.6	38.5	100.0	226
1983-84	10.5	10.5	6.0	0.5	0.3	0.3	32.0	29.5	0.0	0.1	48.5	38.5	100.0	200
1984-85	10.5	10.5	7.3	5.2	3.7	2.1	30.5	30.0	0.0	0.0	47.9	39.5	100.0	189
1985-86	11.8	12.4	7.5	3.1	4.3	2.5	31.1	27.3	0.0	0.0	45.3	41.6	100.0	175
1986-87	12.6	12.6	8.2	1.3	5.7	1.9	30.8	27.0	0.0	0.0	42.8	42.1	100.0	159
Secretarial/Clerical														
Benchmark	4		11		18				.5		40	33.5		
1980-81	1.9	10.2	5.7	23.2	2.9	9.6	6.4	39.4	0.3	0.5	85.2	53.2	100.0	1,388
1981-82	1.9	9.8	4.6	24.7	2.0	9.3	6.0	40.8	0.1	0.7	85.2	82.9	100.0	1,369
1982-83	1.4	10.2	4.3	24.3	1.9	10.1	6.6	40.1	0.2	0.8	85.5	53.3	100.0	1,272
1983-84	2.2	11.4	4.0	26.1	2.8	12.0	4.6	36.0	0.1	0.8	86.4	59.3	100.0	961
1984-85	2.0	11.2	4.5	24.0	3.1	11.7	5.8	36.6	0.1	0.9	84.3	57.1	100.0	1,166
1985-86	2.2	11.8	4.1	23.5	4.0	10.6	6.2	36.3	0.2	1.1	83.3	57.6	100.0	939
1986-87	2.1	12.4	4.2	23.5	3.2	12.0	6.0	35.5	0.1	1.1	84.4	58.5	100.0	1,020

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TABLE 33.1 (Cont.)
PERSONNEL DISTRIBUTION BY EMPLOYMENT CATEGORY, SEX AND ETHNICITY, 1980-81 THROUGH 1986-87
(Percentages)

Category	Asian		Black		Hispanic		White		Other		Total Female	Total Minority	Total	
	M	F	M	F	M	F	M	F	M	F			%	No.
Technical/Paraprofessional														
Benchmark	4		11		18				.5		35	33.5		
1980-81	6.9	3.3	8.7	6.9	8.0	3.3	33.7	29.0	0.4	0.0	42.4	37.3	100.0	276
1981-82	6.4	3.8	8.3	6.4	8.3	2.6	35.7	28.6	0.0	0.0	41.4	35.7	100.0	264
1982-83	5.9	3.8	7.3	6.6	8.3	2.0	37.1	28.5	0.3	0.0	41.0	34.4	100.0	288
1983-84	7.1	4.6	7.6	6.3	7.6	0.8	39.9	25.6	0.0	0.4	37.4	34.5	100.0	238
1984-85	7.1	6.3	9.0	6.0	6.3	1.1	33.6	30.2	0.6	0.0	43.7	36.2	100.0	270
1985-86	8.0	6.8	8.0	6.8	6.3	1.7	29.5	31.6	0.4	0.8	47.7	38.8	100.0	248
1986-87	7.4	6.5	6.5	6.5	5.7	1.3	32.2	33.9	0.0	0.0	48.3	33.9	100.0	230
Skilled Crafts														
Benchmark	4		11		18				.5		5	33.5		
1980-81	6.5	0.0	8.1	0.0	12.2	0.0	71.5	0.0	1.6	0.0	0.0	28.5	100.0	123
1981-82	5.3	0.0	10.7	0.7	16.0	0.0	66.0	0.0	1.3	0.0	0.7	34.0	100.0	152
1982-83	4.5	0.0	10.4	0.0	15.7	0.0	67.9	0.0	1.5	0.0	0.0	32.1	100.0	134
1983-84	5.2	0.0	12.5	0.0	19.8	0.0	62.5	0.0	1.0	0.0	0.0	38.5	100.0	96
1984-85	3.2	0.0	12.6	0.0	16.8	0.0	66.3	0.0	1.1	0.0	0.0	33.7	100.0	97
1985-86	3.5	0.0	11.8	0.0	17.6	0.0	65.9	0.0	1.2	0.0	0.0	34.1	100.0	89
1986-87	2.4	0.0	10.7	0.0	19.0	0.0	66.7	0.0	1.2	0.0	0.0	33.3	100.0	84
Service/Maintenance														
Benchmark	4		11		18				.5		40	33.5		
1980-81	2.1	0.9	33.7	13.1	7.3	2.3	28.3	11.7	0.5	0.1	28.1	60.0	100.0	887
1981-82	1.5	0.6	33.0	11.7	7.2	1.3	34.5	9.7	0.2	0.2	23.6	55.8	100.0	989
1982-83	2.4	0.4	35.0	12.8	9.0	1.9	28.3	9.6	0.1	0.2	24.0	61.9	100.0	949
1983-84	2.4	0.7	36.6	13.8	9.2	1.9	25.6	9.5	0.3-	0.1	25.9	64.9	100.0	749
1984-85	2.4	0.5	34.5	12.5	11.3	2.3	27.1	9.2	0.0	0.1	24.6	63.6	100.0	759
1985-86	2.3	0.6	34.9	12.5	10.7	2.1	28.0	9.0	0.0	0.0	24.2	63.0	100.0	716
1986-87	2.8	0.7	35.1	11.9	10.6	2.6	27.7	8.6	0.0	0.0	23.9	63.8	100.0	687
TOTAL														
1980-81	3.0	3.6	9.4	9.6	5.0	3.6	39.6	25.7	0.3	0.2	42.7	34.7	100.0	7,157
1981-82	2.9	3.6	9.7	9.8	4.9	3.7	38.8	25.5	0.2	0.2	43.0	35.2	100.0	7,368
1982-83	3.0	3.7	10.2	10.4	5.6	4.2	36.6	25.8	0.2	0.3	44.4	37.5	100.0	6,683
1983-84	3.1	3.6	9.7	9.6	5.7	3.9	39.1	24.8	0.2	0.2	42.2	36.1	100.0	6,219
1984-85	3.1	4.0	9.7	9.8	5.9	4.4	37.5	25.1	0.1	0.3	43.6	37.3	100.0	6,260
1985-86	3.5	4.1	9.6	9.4	5.9	4.0	38.1	25.1	0.2	0.3	42.8	36.9	100.0	5,761
1986-87	3.5	4.3	9.4	9.3	5.8	4.5	37.6	25.2	0.1	0.3	43.6	37.2	100.0	5,563

Source: Office of Research, Analysis and Planning, College Annual Reports, Volume 2: Technical Information, 1979-80 through 1985-86; Office of Affirmative Action Programs and Services.

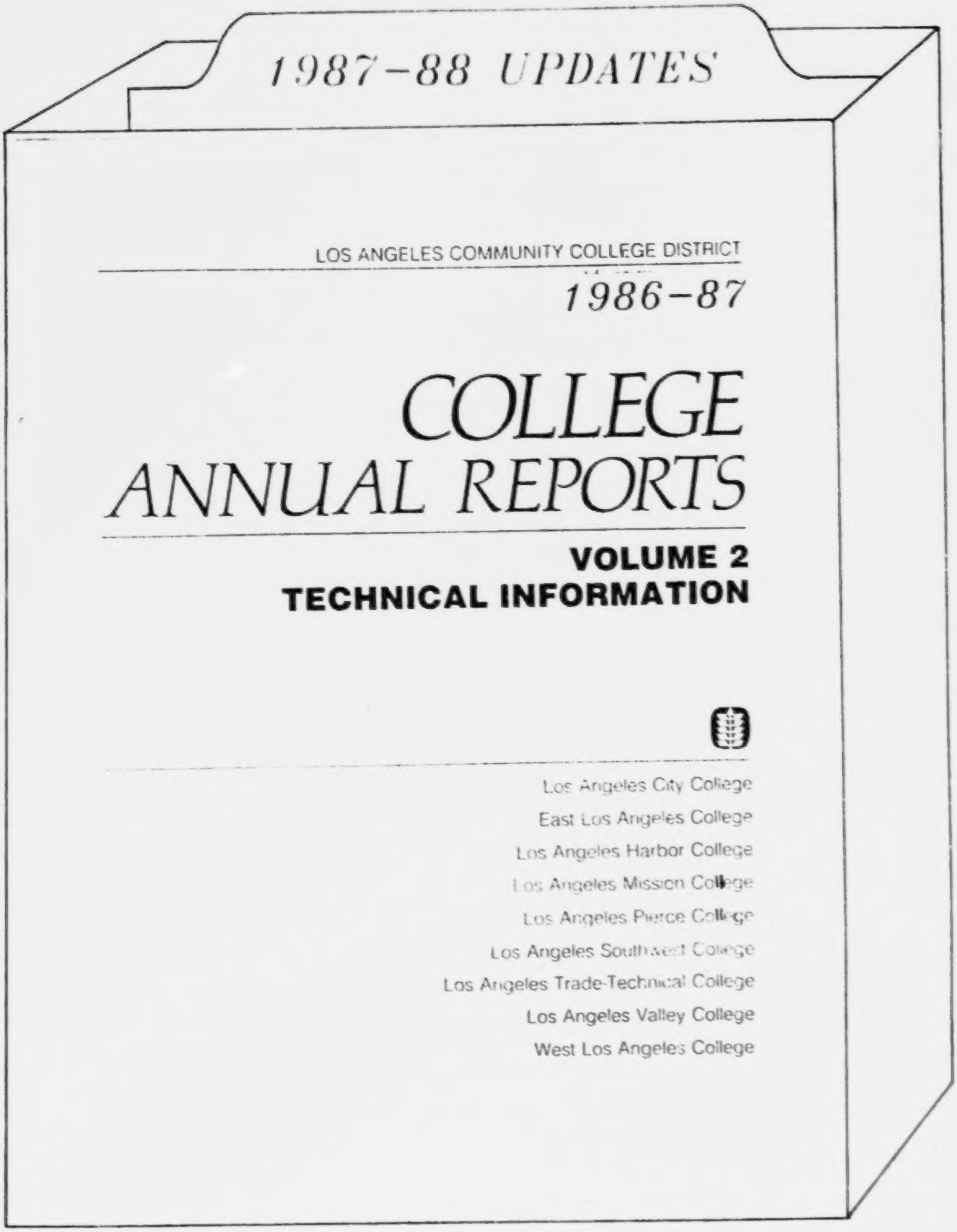
Note: Data are for the month of October.

TABLE 33.2
PERSONNEL DISTRIBUTION BY LOCATION, SEX AND ETHNICITY, 1985-86 AND 1986-87
(Percentages)

	Year	Asian		Black		Hispanic		White		Other		Total	Total	Total	
		M	F	M	F	M	F	M	F	M	F	Female	Minority	%	No.
City	1985	5.0	4.4	8.7	12.7	5.7	2.5	39.2	21.7	0.0	0.0	41.4	39.1	100.0	817
	1986	4.7	5.8	8.7	12.5	5.5	4.1	38.0	20.7	0.0	0.0	43.1	41.3	100.0	813
	SAP	13.5		5.1		34.5		44.6		2.3			55.4		
East	1985	5.4	6.5	5.3	2.8	16.2	11.7	33.8	17.8	0.3	0.2	38.9	48.3	100.0	683
	1986	5.1	7.4	5.4	2.6	15.1	12.3	33.6	17.9	0.3	0.3	40.5	48.5	100.0	664
	SAP	8.2		2.0		69.6		20.4		0.0			79.6		
Harbor	1985	3.5	5.9	9.8	6.5	2.9	3.5	38.2	29.4	0.0	0.4	45.7	32.4	100.0	481
	1986	3.2	4.7	9.5	7.1	4.1	4.3	37.7	28.9	0.0	0.4	45.5	33.4	100.0	464
	SAP	9.9		11.2		24.6		52.9		1.0			47.1		
Mission	1985	2.0	1.5	3.4	3.9	6.9	8.3	36.3	36.8	0.0	1.0	51.5	27.0	100.0	204
	1986	1.4	2.3	4.7	4.2	7.5	8.9	34.6	35.5	0.0	0.9	51.9	29.9	100.0	214
	SAP	4.1		6.3		32.0		56.7		0.9			43.3		
Pierce	1985	1.5	1.0	4.8	1.1	2.6	1.5	50.6	36.8	0.0	0.1	40.5	12.6	100.0	812
	1986	2.0	1.0	4.3	1.2	2.0	1.7	50.2	37.3	0.0	0.1	41.4	12.4	100.0	806
	SAP	4.2		2.1		10.1		83.2		0.4			16.0		
Southwest	1985	2.1	2.1	32.8	34.7	2.1	1.8	13.5	9.8	0.3	0.6	49.1	76.7	100.0	336
	1986	2.9	1.3	31.2	36.0	1.9	1.6	14.3	10.2	0.3	0.3	49.4	75.5	100.0	314
	SAP	6.0		65.2		20.3		8.0		0.5			92.0		
Trade-Tech	1985	3.9	2.6	17.2	15.1	7.7	3.4	35.1	14.7	0.1	0.2	36.1	50.3	100.0	791
	1986	3.8	2.6	16.7	15.2	7.9	4.1	34.3	15.3	0.1	0.1	37.3	50.4	100.0	738
	SAP	8.3		36.2		46.3		8.2		1.0			91.8		
Valley	1985	1.0	1.4	4.3	1.1	4.2	2.5	49.3	35.7	0.1	0.2	48.9	15.0	100.0	780
	1986	1.2	1.6	4.6	1.6	4.2	2.7	47.9	36.1	0.0	0.3	42.2	16.1	100.0	746
	SAP	4.2		2.1		19.6		72.9		1.2			27.1		
West	1985	2.6	3.3	9.8	13.1	1.9	0.7	40.7	26.9	0.5	0.5	44.5	32.4	100.0	447
	1986	3.3	3.3	11.4	12.6	1.9	0.9	40.0	25.9	0.5	0.2	43.0	34.1	100.0	428
	SAP	6.5		21.2		14.1		56.9		1.3			43.1		
District Office	1985	7.6	14.3	6.9	16.2	6.2	6.4	21.1	20.2	0.5	0.7	57.7	58.7	100.0	410
	1986	8.0	15.4	6.1	14.9	5.9	6.4	21.3	20.5	0.5	1.1	58.2	58.2	100.0	376
TOTAL	1985	3.5	4.1	9.6	9.4	5.9	4.0	38.1	25.1	0.2	0.3	42.8	58.9	100.0	5,761
	1986	3.5	4.3	9.4	9.3	5.8	4.5	37.6	25.2	0.1	0.3	43.6	37.2	100.0	5,563
	SAP	7.5		14.5		32.6		44.1		1.3			55.9		

Source: Office of Affirmative Action Programs and Services.

Note: Data are for the month of October of current year. Prior to 1985, data by male and female categories are not available.
SAP refers to the 1985 service area population percentage breakdown by ethnicity.



1987–88 UPDATES

LOS ANGELES COMMUNITY COLLEGE DISTRICT

1986–87

COLLEGE ANNUAL REPORTS

VOLUME 2
TECHNICAL INFORMATION

Los Angeles City College
East Los Angeles College
Los Angeles Harbor College
Los Angeles Mission College
Los Angeles Pierce College
Los Angeles Southwest College
Los Angeles Trade-Technical College
Los Angeles Valley College
West Los Angeles College

INTRODUCTION

This "1987-88 Updates" publication includes 12 of the 33 tables presented in the second volume (Technical Information) of *College Annual Reports, 1986-87*, with available 1987-88 data incorporated. The complete *College Annual Reports, 1987-88* is scheduled for publication in November, 1988.

Office of Research, Planning and Analysis
Educational Research and Development Division

June, 1988

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UNDUPLICATED FIRST CENSUS ENROLLMENT BY COLLEGE, FALL 1964 - FALL 1987

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1964	15,306	9,770	4,867	---	9,420	---	14,944	13,723	---	68,030
1965	16,922	9,804	5,853	---	11,139	---	15,447	15,000	---	74,165
1966	18,023	12,359	6,363	---	12,207	---	14,545	15,983	---	79,480
1967	18,137	13,136	6,712	---	12,636	1,044	14,233	16,258	---	82,156
1968	18,745	13,043	7,493	---	14,128	2,537	14,224	18,042	---	88,212
1969	17,463	13,014	7,852	---	14,617	2,525	15,688	17,028	3,282	91,469
1970	18,069	13,606	8,408	---	16,000	2,940	15,433	18,481	4,239	97,176
1971	17,802	14,042	9,130	---	16,317	3,858	15,645	19,066	4,832	100,692
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	101,515
1973	19,185	15,626	10,050	---	17,335	4,387	16,524	18,609	5,700	107,416
1974	23,514	16,833	10,736	---	21,206	4,655	18,155	21,323	7,240	123,662
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	134,472
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	123,154
1977	19,535	15,763	11,812	3,060	22,654	7,119	17,306	21,796	8,712	127,757
1978	18,776	14,998	11,357	2,678	21,700	6,068	15,695	21,412	10,041	122,725
1979	18,701	16,026	11,681	3,025	22,852	7,450	15,993	22,055	11,407	129,190
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	132,475
1981	20,492	17,772	12,541	4,023	23,770	8,049	17,130	22,671	11,085	137,533
1982	20,169	17,709	11,786	4,589	23,721	7,165	16,415	22,358	10,825	134,737
1983	17,568	15,779	9,977	3,855	21,260	6,246	14,848	20,084	8,921	118,538
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	102,209

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1982 and computer report CCAF130, Office of Enrollment Management, Division of Educational Research and Development, 1983 through 1987. Enrollments do ~~not~~ include ITV.

TABLE 4
ENROLLMENT BY SEX AND COLLEGE, FALL 1972 - FALL 1987

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent Female											
1972	51.3	41.7	46.0	----	43.3	57.4	28.0	47.4	45.9	44.0	44,628
1975	43.7	41.3	48.0	58.4	46.1	54.5	28.6	49.5	52.9	44.4	59,671
1980	53.1	55.1	54.9	68.2	52.9	68.4	36.7	57.7	61.5	54.1	71,682
1981	51.6	54.6	54.8	69.2	52.7	67.8	37.6	56.9	61.9	53.9	74,132
1982	51.4	53.8	54.3	67.0	51.6	67.0	37.7	56.5	61.3	53.3	71,866
1983	51.8	52.7	54.9	68.5	51.2	67.8	37.1	55.8	61.2	53.0	62,830
1984	51.4	56.6	57.3	68.6	50.8	69.7	37.7	56.5	64.1	53.9	54,597
1985	51.1	57.4	58.0	69.7	50.4	72.5	37.7	55.7	64.2	53.7	49,319
1986	50.5	58.0	58.4	69.1	51.6	71.8	39.6	56.4	63.0	54.8	56,203
1987	50.9	58.0	57.2	69.4	51.8	70.2	40.2	56.2	63.6	55.1	56,316
Percent Male											
1972	48.7	58.3	54.0	----	56.7	42.6	72.0	52.6	54.1	56.0	56,887
1975	56.3	58.7	52.0	41.7	53.9	45.5	71.4	50.5	47.1	55.6	74,801
1980	46.9	44.9	45.1	31.8	47.1	31.6	63.3	42.3	38.5	45.9	60,793
1981	48.4	45.4	45.2	30.8	47.3	32.2	62.4	43.1	38.1	46.1	63,401
1982	48.6	46.2	45.7	33.0	48.4	33.0	62.3	43.5	38.7	46.7	62,871
1983	48.2	47.3	45.1	31.5	48.8	32.2	62.9	44.2	38.8	47.0	55,708
1984	48.6	43.4	42.7	31.4	49.2	30.3	62.3	43.5	35.9	46.1	46,703
1985	48.9	42.6	42.0	30.3	49.6	27.5	62.3	44.3	35.8	46.3	42,460
1986	49.5	42.0	41.6	30.9	48.4	28.2	60.4	43.6	37.0	45.2	46,330
1987	49.1	42.0	42.8	30.6	48.2	29.8	59.8	43.8	36.4	44.9	45,893
Total Enrollment											
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1981	20,492	17,772	12,541	4,023	23,770	8,049	17,130	22,671	11,085	100.0	137,533
1982	20,169	17,709	11,786	4,589	23,721	7,165	16,415	22,358	10,825	100.0	134,737
1983	17,568	15,779	9,977	3,855	21,260	6,246	14,848	20,084	8,921	100.0	118,538
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	100.0	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1982 and computer report CCAF130, Office of Enrollment Management, Division of Educational Research and Development, 1983 through 1987.

Note: The number of females at East, Harbor and Trade-Tech in 1975 have been interpolated from the 1974 and 1976 due to apparent data collection errors at those schools for 1975.

TABLE 5
ENROLLMENT BY ETHNICITY AND COLLEGE, FALL 1972 - FALL 1987

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent Asian											
1972	11.6	8.0	8.3	---	0.7	0.4	5.4	1.5	4.0	5.5	5,591
1975	15.3	8.6	8.6	1.8	1.6	1.4	6.7	2.8	5.7	6.7	9,012
1980	20.7	14.2	16.5	3.5	6.8	0.5	8.3	8.4	8.3	10.9	14,447
1984	26.1	20.2	14.8	5.3	9.7	0.6	13.5	9.2	7.4	13.6	13,777
1985	27.2	20.3	14.3	5.0	10.7	1.0	15.5	10.1	8.4	14.5	13,333
1986	26.4	20.0	13.9	4.0	11.0	1.1	15.5	10.6	9.0	14.1	14,468
1987	26.7	21.0	13.7	4.5	11.6	1.5	16.2	11.1	9.2	14.5	14,769
Percent Black											
1972	32.0	5.1	10.5	---	0.9	89.5	39.4	3.0	33.5	19.7	20,003
1975	34.5	7.5	13.7	11.9	1.6	95.9	46.8	3.9	45.5	22.1	29,695
1980	35.2	4.9	16.1	11.2	3.9	98.2	52.6	6.8	50.0	25.6	33,945
1984	23.4	4.0	14.2	8.5	3.5	94.1	39.3	5.8	50.0	19.8	20,098
1985	20.9	4.3	14.1	8.7	3.1	93.9	35.9	6.1	50.0	18.2	16,702
1986	19.5	4.4	15.5	10.3	3.4	87.3	34.8	6.3	48.6	18.7	19,216
1987	18.7	3.4	14.1	9.9	3.4	83.5	34.3	6.5	48.8	18.4	18,842
Percent Hispanic											
1972	14.5	52.3	13.8	---	3.2	0.8	18.1	7.2	4.1	16.1	16,294
1975	15.1	59.2	15.5	31.1	4.1	0.9	18.3	9.5	4.9	17.8	23,898
1980	19.7	67.5	18.7	42.1	7.1	0.5	24.4	13.3	6.2	21.3	28,174
1984	25.4	62.9	18.8	36.2	9.4	2.5	31.2	14.7	7.9	23.4	23,701
1985	26.8	63.1	19.2	34.8	8.5	2.9	32.0	14.7	7.6	24.0	22,019
1986	29.4	64.2	21.0	36.8	8.3	8.5	32.9	15.5	8.3	24.7	25,360
1987	30.5	66.5	22.5	40.5	8.2	12.3	33.5	16.8	8.0	25.9	26,495
Percent White											
1972	38.5	32.7	64.1	---	94.0	6.1	33.7	86.1	56.1	56.2	57,037
1975	32.6	22.9	58.0	53.3	90.5	0.8	26.0	80.7	41.2	50.9	68,487
1980	21.3	11.5	45.5	39.8	78.5	0.3	12.0	66.9	32.6	39.1	51,788
1984	20.3	10.3	49.1	47.2	74.1	1.1	12.5	66.0	30.9	39.6	40,084
1985	20.0	9.6	49.2	48.1	73.9	1.0	13.6	64.9	30.5	39.6	36,387
1986	20.3	8.9	46.7	46.0	73.5	2.0	13.9	63.2	30.5	38.9	39,890
1987	19.3	6.8	47.1	42.7	73.1	1.7	13.1	61.4	30.3	37.8	38,673
Total Enrollment											
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	100.0	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209

Source: ENROLLMENT AND ATTENDANCE REPORTS, Office of Enrollment Management , Division of Educational Research and Development, 1974 through 1977; and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1987.

Note: Enrollment percentages from "Other" ethnic groups are not shown here.

TABLE 6
ENROLLMENT BY AGE AND COLLEGE, FALL 1972 - FALL 1987

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent Under 20											
1972	24.7	28.1	38.2	---	42.4	17.9	16.2	32.5	35.7	29.6	30,084
1975	21.3	26.5	31.8	16.2	35.5	18.4	16.4	27.3	28.0	26.0	34,994
1980	17.1	23.4	27.7	13.1	30.8	22.1	18.4	22.4	19.6	22.7	30,023
1984	14.3	21.4	21.3	10.0	26.7	16.8	18.1	17.8	17.8	19.4	19,658
1985	13.7	20.3	21.1	10.0	26.2	14.6	15.8	17.8	16.1	18.6	17,080
1986	13.4	21.3	22.1	8.7	26.0	16.7	17.1	18.4	15.7	18.8	19,266
1987	14.8	22.5	24.4	8.8	27.1	14.7	17.6	19.7	15.5	19.7	20,169
Percent 20 - 24											
1972	32.6	34.4	28.4	---	28.7	26.3	24.5	30.8	28.8	29.8	30,300
1975	31.9	31.5	25.9	16.0	27.5	25.0	23.9	28.6	24.8	28.0	37,630
1980	30.9	32.3	25.7	18.8	29.3	27.5	26.7	27.7	23.6	28.1	37,266
1984	31.0	34.4	30.6	16.9	33.1	25.4	27.8	29.1	24.8	29.9	30,298
1985	31.7	34.8	28.6	17.6	33.5	26.2	28.0	29.6	24.3	30.1	27,617
1986	30.8	32.8	27.1	17.5	33.1	22.8	28.5	29.0	23.8	29.0	29,726
1987	30.0	33.2	26.7	18.2	32.8	22.4	26.8	29.5	22.7	28.6	29,246
Percent 25 - 34											
1972	28.3	22.4	18.9	---	16.8	36.1	34.6	22.7	22.6	24.8	25,137
1975	30.6	26.1	21.7	31.9	19.4	34.6	34.5	25.4	26.9	26.8	36,051
1980	33.1	26.9	21.1	28.5	19.6	28.0	32.4	26.3	27.9	26.8	35,535
1984	33.9	27.2	24.2	26.5	22.8	31.6	32.1	29.9	29.5	28.6	28,952
1985	34.2	26.8	25.3	26.6	23.1	30.4	32.7	29.3	29.6	28.6	26,256
1986	34.6	27.5	25.8	28.0	23.3	30.0	32.1	30.0	30.8	29.0	29,777
1987	33.7	27.1	25.0	29.8	23.3	33.0	31.8	29.4	32.1	28.9	29,561
Percent 35 and Over											
1972	14.4	15.1	14.5	---	12.1	19.7	24.6	14.0	12.9	15.8	15,995
1975	16.2	15.9	20.6	36.0	17.6	22.0	25.3	18.7	20.3	19.2	25,797
1980	18.9	17.3	25.5	39.6	20.4	22.3	22.5	23.7	28.9	22.4	29,651
1984	20.7	17.0	23.9	46.5	17.4	26.3	22.0	23.2	27.8	22.1	22,392
1985	20.5	18.1	24.9	45.8	17.1	28.7	23.4	23.3	30.1	22.7	20,826
1986	21.2	18.4	24.9	45.7	17.6	30.5	22.3	22.6	29.7	23.2	23,765
1987	21.5	17.2	24.0	43.2	16.7	29.9	23.8	21.4	29.7	22.7	23,232
Percent Total Enrollment											
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	100.0	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209

Source: ENROLLMENT AND ATTENDANCE REPORTS, Office of Enrollment Management, Division of Educational Research and Development, 1974 through 1977; and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1987.

Note: Figures for 1972 through 1975 are of questionable validity. Age distributions reported in the ENROLLMENT AND ATTENDANCE series are not completely consistent with those from the Student Data Tapes for later years. Proportions for 1973 through 1975 have been interpolated at the college level, and the absolute numbers and District totals recalculated from those proportions.

TABLE 7
ENROLLMENT BY UNIT LOAD AND COLLEGE, FALL 1972 - FALL 1987

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent Part-Time (Less than 6 Units) (1)											
1972											
1975											
1976	31.4	38.1	34.7	54.1	37.5	34.5	38.9	38.9	39.4	37.1	45,639
1980	34.0	41.6	41.8	63.3	41.5	32.4	41.5	44.4	49.7	41.7	55,188
1984	33.7	41.5	41.5	67.3	40.3	40.1	36.5	46.5	45.4	41.4	41,953
1985	33.2	40.9	39.6	65.3	39.2	43.7	37.8	46.[illegible]	45.4	41.2	37,768
1986	34.8	40.9	41.1	57.1	39.1	44.8	36.9	45.8	47.9	41.6	42,661
1987	33.9	39.3	41.8	61.7	38.2	40.7	39.4	44.3	48.7	41.4	42,353
Percent Part-Time (6 To 11.5 Units) (1)											
1972											
1975											
1976	36.4	34.3	32.5	31.5	33.2	41.9	25.8	33.9	34.1	33.4	41,098
1980	35.2	32.6	31.2	27.8	29.9	40.3	28.4	32.5	31.5	32.1	42,477
1984	34.0	31.3	30.1	24.9	31.9	36.3	31.3	32.1	34.8	32.1	32,557
1985	34.4	31.6	30.1	19.9	32.2	34.6	32.5	32.8	34.0	32.2	29,508
1986	36.0	32.1	29.9	21.1	31.3	33.0	36.0	33.2	32.3	32.5	33,337
1987	35.0	35.5	29.3	22.0	32.1	38.6	34.4	33.5	31.8	33.0	33,687
Percent Total Part-Time (Less Than 12 Units)											
1972	67.5	68.2	59.7	---	61.3	70.3	60.5	69.1	65.5	65.1	66,083
1975	63.6	68.1	55.1	74.3	62.8	64.4	59.8	66.6	66.9	63.8	85,819
1976	67.9	68.1	55.1	74.3	62.8	64.4	59.8	66.6	66.9	70.4	86,737
1980	69.2	74.2	73.0	91.0	71.4	72.8	69.8	76.9	81.2	73.7	97,666
1984	67.6	72.8	71.7	92.2	72.2	76.4	67.8	78.7	80.2	73.6	74,510
1985	67.6	72.4	69.7	85.1	71.4	78.3	70.3	78.9	79.4	73.3	67,276
1986	70.8	72.9	71.0	78.2	70.4	77.8	72.9	79.0	80.1	74.1	75,998
1987	68.8	74.8	71.0	83.7	70.3	79.3	73.8	77.8	80.5	74.4	76,040
Percent Full-Time (12 and more units)											
1972	32.5	31.8	40.3	---	38.7	29.7	39.5	30.9	34.5	34.9	35,432
1975	36.4	31.9	44.9	25.7	37.2	35.6	40.2	33.4	33.1	36.2	48,653
1976	36.4	31.9	44.9	25.7	37.2	35.6	40.2	33.4	33.1	29.6	36,417
1980	30.8	25.8	27.0	9.0	28.6	27.2	30.2	23.1	18.8	26.3	34,809
1984	32.4	27.2	28.3	7.8	27.8	23.6	32.2	21.3	19.8	26.4	26,790
1985	32.4	27.6	30.3	14.9	28.6	21.7	29.7	21.1	20.6	26.7	24,503
1986	29.2	27.1	29.0	21.8	29.6	22.2	27.1	21.0	19.9	25.9	26,535
1987	31.2	25.2	29.0	16.3	29.7	20.7	26.2	22.2	19.5	25.6	26,169
Total Enrollment											
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	100.0	123,154
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	100.0	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1977; and Student Data Tape 551, Data Processing Branch, Business Services Divison, 1976 through 1987.

Notes: (1) Data for 1972-1975 not available.

TABLE 8
ENROLLMENT BY CLASS LEVEL AND COLLEGE, FALL 1972 - FALL 1987

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent Freshmen (less than 30 units)											
1972	75.3	73.1	71.7	---	73.3	79.0	73.4	82.4	65.7	74.9	76,084
1975	69.4	66.9	66.0	85.4	65.6	76.4	84.5	63.8	68.8	69.6	93,541
1980	66.1	68.1	66.0	76.1	65.1	80.2	75.2	65.1	66.0	68.1	90,233
1984	63.8	64.5	63.9	67.7	63.7	68.2	72.6	62.1	63.2	64.9	65,782
1985	57.3	62.1	61.3	66.6	59.2	64.4	66.8	58.6	66.6	61.3	56,280
1986	57.5	61.9	63.6	71.6	60.8	69.1	68.7	60.8	62.3	62.6	64,194
1987	59.3	61.6	65.6	66.0	60.7	72.9	69.3	61.9	61.1	63.1	64,509
Percent Sophomores (30 to 59.5 units)											
1972	18.2	18.2	22.9	---	19.6	15.1	15.9	9.6	27.6	17.3	17,611
1975	15.8	17.6	21.2	6.1	19.2	16.8	6.7	20.8	16.6	16.5	22,238
1980	14.2	14.6	15.0	8.3	14.9	10.9	11.8	14.2	10.4	13.5	17,878
1984	15.2	16.2	15.3	12.0	16.4	16.9	12.7	15.3	12.8	15.1	15,260
1985	17.7	17.2	17.1	12.4	18.0	18.4	16.3	17.2	13.2	16.9	15,501
1986	18.2	16.5	14.9	11.2	16.8	14.3	14.1	15.3	14.4	15.6	16,039
1987	16.4	17.0	14.2	13.4	17.4	12.1	12.9	15.0	13.0	15.2	15,511
Percent Other Undergraduates (60 and more units but no degree)											
1972	3.5	4.1	2.6	---	2.4	3.5	5.3	2.9	2.5	3.4	3,480
1975	5.2	5.2	6.8	2.5	5.6	4.1	3.2	5.4	4.7	5.0	6,827
1980	8.4	5.1	5.9	4.0	8.0	4.2	8.2	7.5	5.4	7.0	8,955
1984	10.2	10.0	8.7	6.6	8.8	9.7	8.6	8.1	8.6	9.0	9,072
1985	13.6	12.5	10.1	6.4	11.8	11.8	10.4	10.0	8.6	11.1	10,187
1986	15.1	12.5	9.6	8.1	11.6	10.2	10.5	10.4	10.4	11.4	11,647
1987	14.8	13.9	9.3	7.6	10.9	9.1	11.0	10.2	9.5	11.2	11,426
Percent AA or Higher Degree											
1972	3.0	4.6	2.8	---	4.7	2.4	5.4	5.2	4.3	4.3	4,340
1975	9.6	10.3	8.4	6.1	9.6	2.8	5.6	10.0	9.9	8.8	11,867
1980	11.2	12.1	13.1	11.7	12.4	4.8	5.4	13.4	18.3	11.6	15,409
1984	10.8	9.3	12.1	13.8	11.1	5.1	6.1	14.5	15.5	11.0	11,186
1985	11.4	8.2	11.5	14.6	10.9	5.4	6.6	14.1	11.6	10.7	9,811
1986	9.3	9.1	12.0	9.1	10.9	6.3	6.7	13.6	12.9	10.4	10,653
1987	9.5	7.6	10.9	12.9	11.0	5.9	6.8	12.9	16.3	10.5	10,763
Total Enrollment											
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	99.9	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	100.2	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	99.9	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209

Source: Census Class Enrollment Report CCAF130, Report to the Chancellor's Office, prepared by the Office of Enrollment Management, Division of Educational Research and Development, LACCD, 1972-87.

Note: Proportions for Harbor in 1975 are interpolations between 1974 and 1976 due to apparent data reporting errors.

TABLE 9
ENROLLMENT BY TIME OF DAY AND COLLEGE, FALL 1976 - FALL 1987

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent Day Only											
1976	52.8	46.7	46.0	38.7	46.8	49.6	47.6	44.2	45.1	47.2	58,125
1980	48.4	37.8	44.4	32.9	44.5	43.9	45.8	39.4	39.7	42.8	56,722
1984	50.6	49.5	44.9	34.0	50.0	43.1	54.6	39.6	42.1	46.9	47,548
1985	50.0	49.4	41.0	30.6	50.0	42.3	51.1	39.6	38.6	45.7	41,947
1986	48.3	46.9	40.9	27.7	48.5	44.2	51.8	38.8	36.1	44.1	45,225
1987	49.9	48.0	43.3	26.1	48.2	38.6	51.5	40.4	37.2	44.5	45,482
Percent Both Day & Evening											
1976	12.7	17.4	17.9	16.3	17.0	14.7	6.0	15.1	13.7	14.3	17,635
1980	13.0	16.4	16.9	15.8	15.7	11.5	8.0	14.7	11.5	13.8	18,242
1984	14.3	17.6	17.6	14.5	16.8	10.8	8.1	13.5	11.5	14.2	14,367
1985	16.7	18.8	16.1	14.5	16.4	9.7	8.7	13.7	12.8	14.7	13,477
1986	17.5	18.3	14.3	21.2	15.8	8.4	8.8	13.3	11.5	14.5	14,897
1987	19.0	18.8	14.4	14.7	17.9	13.2	8.9	13.7	13.0	15.3	15,654
Percent Evening Only											
1976	34.5	35.9	36.1	45.0	36.2	35.7	46.4	40.7	41.3	38.5	47,394
1980	38.5	45.8	38.7	51.3	39.8	44.6	46.2	45.9	48.8	43.4	57,511
1984	35.0	32.9	37.5	51.5	33.3	46.1	37.4	46.9	46.4	38.0	38,513
1985	33.3	31.8	42.9	54.9	33.6	48.0	40.1	46.7	48.6	39.6	36,355
1986	34.2	34.8	44.8	51.1	35.6	47.4	39.4	47.9	52.4	41.4	42,411
1987	31.1	33.2	42.3	59.2	33.9	48.2	39.6	45.8	49.8	40.2	41,073
Total Enrollment											
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	100.0	123,154
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	100.0	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1977 and Student Data Tape, Data Processing Branch, Business Services Division, 1976 through 1987.

TABLE 11
ENROLLMENT BY EDUCATIONAL GOAL AND COLLEGE, FALL 1983 - FALL 1987

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent Transfer											
1983	53.5	50.2	53.4	35.8	58.3	44.6	16.4	51.8	45.5	47.3	56,096
1984	55.1	53.3	55.9	36.5	61.9	47.3	17.5	56.5	48.0	50.3	51,002
1985	55.7	53.2	58.7	39.8	59.7	44.5	17.1	60.6	51.3	51.0	46,766
1986	61.0	53.2	61.8	38.5	60.6	39.9	15.6	62.2	48.5	51.8	53,077
1987	63.5	58.1	66.4	34.1	64.7	45.0	15.0	65.3	52.8	54.7	55,915
Percent General Education Associate Degree											
1983	8.6	12.3	12.0	11.6	10.8	16.0	11.0	11.8	9.2	11.2	13,238
1984	9.1	10.3	11.3	13.0	9.3	14.8	10.3	10.3	8.9	10.2	10,338
1985	10.8	10.1	10.7	15.0	8.4	16.5	9.2	9.6	8.8	10.0	9,207
1986	8.3	10.5	11.6	12.4	7.6	14.0	8.0	8.8	8.9	9.2	9,484
1987	7.5	12.2	9.4	12.4	6.8	15.1	6.7	8.1	9.8	8.9	9,097
Percent Vocational Associate Degree											
1983	10.7	8.9	13.9	6.8	10.8	11.5	16.3	8.6	10.2	11.0	13,013
1984	12.5	12.5	14.7	8.6	10.6	12.7	20.9	9.0	10.0	12.4	12,595
1985	10.6	12.1	13.1	6.7	13.7	13.7	18.7	9.0	9.4	12.2	11,232
1986	10.6	11.9	10.2	7.0	14.7	11.6	18.6	7.6	9.0	11.6	11,923
1987	10.3	10.6	10.5	6.6	13.6	12.6	18.3	7.0	6.6	10.9	11,135
Percent Vocational Certificate											
1983	6.9	9.9	6.9	16.6	4.2	10.1	14.5	8.0	12.7	8.9	10,535
1984	7.8	9.0	6.1	16.3	4.0	10.4	17.0	8.3	13.1	9.1	9,213
1985	7.9	9.4	5.0	16.4	5.9	8.1	13.5	7.8	12.4	8.8	8,085
1986	8.7	10.1	5.0	18.2	6.6	8.7	12.8	6.6	12.6	9.1	9,301
1987	8.7	9.3	4.2	17.3	5.3	9.1	11.4	6.6	10.5	8.3	8,524
Percent Job Skills											
1983	20.4	18.7	13.7	29.1	15.7	17.8	41.7	19.8	22.4	21.6	25,656
1984	15.5	14.9	12.0	25.6	14.2	14.7	34.3	15.9	19.9	17.9	18,151
1985	15.0	15.2	12.4	22.1	12.3	17.2	41.5	13.0	18.1	18.0	16,489
1986	11.5	14.3	11.4	23.9	10.5	25.8	45.0	14.9	21.0	18.3	18,747
1987	10.0	9.8	9.4	29.5	9.7	18.1	48.6	13.0	20.3	17.2	17,538
Total Enrollment											
1983	17,568	15,779	9,977	3,855	21,260	6,246	14,848	20,084	8,921	100.0	118,538
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	100.0	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209
Unknown as Percent of Total											
1983	48.7	24.2	29.0	40.7	23.4	44.4	18.8	37.4	22.8	31.2	
1984	36.3	31.6	31.6	42.7	22.3	32.5	18.6	40.5	27.1	30.6	
1985	29.9	29.1	35.1	41.4	21.2	41.4	19.0	54.8	31.3	32.5	
1986	35.7	35.2	38.0	43.7	21.0	54.1	20.7	51.1	43.6	35.9	
1987	35.8	32.9	34.9	48.8	24.2	65.1	24.4	58.4	40.2	38.3	

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1977; and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1987.

TABLE 19
SUMMER SESSION WEEKLY STUDENT CONTACT HOURS (WSCH) AND ENROLLMENT, 1975 - 1987

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
WSCH (Semester Equivalents)										
1975	30,919	29,605	17,412	1,985	25,221	10,214	32,240	29,838	8,615	186,049
1976	33,412	30,271	16,226	2,495	23,416	9,725	28,878	28,060	9,042	181,525
1977	23,283	17,815	14,649	2,378	23,377	6,058	23,640	26,186	8,328	145,714
1979	20,744	18,357	15,489	2,603	21,499	9,046	18,887	23,359	9,548	139,532
1980	16,313	17,350	12,612	2,559	17,274	7,393	14,004	16,563	10,250	114,318
1981	24,274	22,482	14,261	3,293	18,885	7,762	14,981	17,388	9,949	133,275
1982	19,339	17,740	13,001	3,810	16,004	5,891	13,223	14,542	10,119	113,669
1983	12,648	16,356	8,222	2,061	8,182	4,782	8,851	9,020	6,452	76,574
1984	21,744	18,070	12,123	2,805	16,650	7,581	16,058	15,241	9,572	119,844
1985	10,876	9,989	8,696	1,555	11,445	3,019	9,381	10,203	5,179	70,343
1986	13,340	10,695	8,595	1,738	14,288	3,724	10,761	11,410	5,961	80,512
1987	8,169	6,284	5,131	2,999	7,713	2,999	6,850	7,555	2,975	50,664
Unduplicated Enrollment										
1975	6,847	6,164	3,756	498	5,961	1,864	6,557	7,300	2,208	41,155
1976	7,039	6,428	3,325	618	5,626	1,975	5,444	6,718	2,277	39,450
1977	5,200	4,351	3,313	654	5,689	1,388	5,135	6,278	2,159	34,167
1979	4,744	4,313	3,444	677	5,243	1,991	3,420	5,758	2,328	31,918
1980	3,854	3,927	2,950	717	4,549	1,673	2,389	4,184	2,450	26,693
1981	5,527	5,160	3,088	894	4,930	1,753	2,744	4,442	2,356	30,894
1982	4,563	4,320	3,100	930	4,258	1,373	2,465	3,771	2556	27,336
1983	3,392	3,334	2,151	574	2,441	1,241	2,003	2,372	1,760	19,268
1984	5,348	4,448	3,042	757	4,257	1,876	3,269	3,851	2,448	29,296
1985	3,338	2,579	2,159	430	3,062	773	2,022	2,690	1,418	18,471
1986	3,361	2,755	2,112	528	3,438	958	2,286	3,053	1,521	20,012
1987	2,102	1,614	1,311	862	2,218	778	1,666	2,026	827	13,404

Source: Course Activity Measures Tape, Data Processing Branch, Business Services Division, 1975 through 1987. Board of Trustees Informatives, Office of Enrollment Management, Educational Research Division.

TABLE 20
INSTRUCTIONAL TELEVISION ENROLLMENT AND WEEKLY STUDENT CONTACT HOURS (WSCH) FOR SUMMER SESSIONS, FALL AND SPRING SEMESTERS, 1971-72 THROUGH 1987-88

	Summer		Spring		Fall	
	Enrollment	WSCH	Enrollment	WSCH	Enrollment	WSCH
1971-72			1,564	11,394	2,321	8,874
1972-73	929	2,787	1,941	7,839	2,051	8,778
1973-74	1,780	5,068	1,506	5,685	803	2,731
1974-75	1,115	6,817	1,177	4,452	2,910	10,128
1975-76	1,620	7,101	2,559	11,655	1,493	4,907
1976-77	478	1,854	2,989	10,886	2,253	10,163
1977-78	2,284	8,505	1,539	6,101	2,685	10,217
1978-79	0	0	1,798	7,309	1,446	5,608
1979-80	1,391	5,658	1,706	6,831	2,606	11,829
1980-81	0	0	2,147	7,133	1,563	6,777
1981-82	1,424	9,358	1,635	6,293	1,217	4,822
1982-83	352	3,178	907	4,000	1,510	6,684
1983-84	731	6,688	1,031	4,125	1,352	4,912
1984-85	687	2,787	1,013	3,500	1,362	5,334
1985-86	688	2,670	1,247	4,872	1,372	5,535
1986-87	545	5,816	803	3,126	880	3,735
1987-88	0	0	703	2,688	777	3,168

Source: ENROLLMENT AND ATTENDANCE, 1968-1978, Office of Educational Research and Analysis, Division of Educational Planning and Development; and Board of Trustees Informatives, Division of Educational Research and Development, 1979 - 1988.

TABLE 22
FIRST CENSUS TO END-OF-SEMESTER RETENTION RATES BY DAY/EVENING AND COLLEGE, FALL 1978 - FALL 1987

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Day Classes										
1978	61.3	61.0	67.0	72.6	72.9	66.2	69.7	73.0	68.8	67.7
1979	61.5	65.4	67.2	71.4	74.4	65.2	70.1	47.9	70.7	69.3
1980	66.8	65.5	69.1	67.8	74.5	63.9	68.9	69.3	67.6	68.9
1981	70.5	71.6	78.8	78.8	76.7	67.5	73.1	75.1	74.1	73.5
1982	72.4	70.9	71.9	79.2	76.0	73.3	78.0	75.2	69.7	73.6
1983	77.4	77.0	76.2	81.3	78.2	74.4	82.7	75.8	75.5	77.4
1984	78.3	79.5	77.5	88.7	78.1	78.1	79.7	76.4	76.5	78.3
1985	77.4	78.1	76.8	85.7	77.7	79.6	79.3	75.3	75.8	77.5
1986	76.7	79.3	74.6	79.0	77.5	75.7	77.0	73.6	72.6	76.3
1987	74.8	78.2	72.3	79.6	74.3	71.6	75.6	72.8	72.2	74.5
Evening Classes										
1978	53.2	52.1	57.8	66.0	60.1	57.1	62.5	61.9	61.7	58.5
1979	53.3	55.9	57.4	60.4	59.9	56.6	63.3	62.4	59.6	58.8
1980	56.4	57.7	59.8	60.7	62.6	57.8	62.8	59.3	55.9	59.2
1981	66.1	65.6	70.1	75.3	69.6	67.4	66.3	66.1	62.7	67.0
1982	68.7	65.8	70.2	68.5	69.7	70.7	70.9	68.8	65.6	68.7
1983	76.2	72.8	73.7	71.7	72.7	72.8	76.8	71.3	73.5	73.6
1984	77.0	79.0	75.5	80.0	73.1	78.6	80.0	73.5	74.9	76.0
1985	76.3	74.5	76.0	79.7	74.3	83.7	76.8	73.9	74.5	75.6
1986	76.9	80.0	77.2	71.7	73.8	70.9	73.7	71.3	73.9	74.6
1987	74.1	76.8	73.4	74.8	72.8	67.0	75.4	70.4	72.2	73.1
All Classes										
1978	59.1	58.0	63.9	69.3	69.6	62.7	66.9	69.1	66.2	64.7
1979	58.8	62.6	63.9	66.1	70.1	61.6	67.5	70.4	66.1	65.7
1980	63.6	62.4	66.2	64.1	71.0	61.6	66.6	65.8	62.9	65.6
1981	69.2	69.6	76.2	81.3	74.7	67.5	70.6	71.8	69.3	71.3
1982	72.4	69.2	71.4	73.8	74.3	72.3	75.5	73.0	68.2	72.0
1983	77.1	75.0	75.5	76.4	76.7	73.8	80.8	74.2	74.7	76.2
1984	77.9	79.0	76.9	84.0	76.7	78.3	79.8	75.3	75.9	77.6
1985	77.1	77.0	76.5	82.0	76.8	81.2	78.5	74.8	75.3	76.9
1986	76.7	79.5	75.7	73.7	76.4	73.8	75.9	72.7	73.3	75.7
1987	74.6	77.7	72.8	76.2	73.8	69.5	75.6	71.9	72.2	74.0

Source: Grade Distribution Printout D5130 and Measures of Enrollment Printout D4790-002, Data Processing Branch, Business Services Division.

Notes: Rates are defined as the percentages that end-of-semester enrollments are of first census enrollments at each of the colleges and districtwide.

TABLE 23
GRADE DISTRIBUTION BY COLLEGE, FALL 1981 - FALL 1987

	City	East	Harbor	Mission	Pierce	Southwest	Trade-Tech	Valley	West	District	
Percent "A" Grades											
1981	17.4	19.8	21.0	25.4	20.9	12.6	17.7	20.9	19.7	19.3	69,307
1982	17.4	20.1	17.6	19.9	21.1	12.4	17.9	22.7	18.9	19.2	69,256
1983	18.6	20.1	17.0	26.8	21.0	14.0	19.0	22.8	20.6	19.9	61,768
1984	19.1	20.3	19.9	26.9	21.5	14.8	19.0	23.1	21.5	20.6	55,297
1986	19.7	21.2	19.4	23.1	20.5	12.6	18.7	21.5	18.8	20.0	52,005
1987	19.3	20.9	20.2	23.7	20.6	12.4	19.5	21.2	19.0	20.0	51,618
Percent "B" Grades											
1981	18.5	20.0	20.4	17.4	21.2	15.1	21.1	18.6	19.0	19.5	69,844
1982	18.6	20.0	18.7	15.1	21.4	16.3	21.3	19.2	18.5	19.5	70,334
1983	20.9	21.5	20.0	18.8	22.2	17.0	22.3	20.2	19.4	20.9	64,835
1984	20.5	21.0	20.5	18.4	21.5	17.8	22.8	19.7	19.2	20.7	55,581
1986	20.3	21.1	19.2	16.9	20.7	18.7	22.5	19.5	19.1	20.2	52,637
1987	20.0	20.5	19.8	17.0	21.2	17.5	22.1	19.9	19.8	20.2	52,201
Percent "C" Grades											
1981	17.5	17.7	18.6	12.0	19.7	16.7	21.6	16.0	17.2	18.1	64,910
1982	18.1	17.0	18.4	12.1	20.0	19.8	21.7	17.1	17.7	18.5	66,701
1983	20.0	19.0	20.2	13.8	20.9	20.2	22.9	18.1	18.5	19.9	61,688
1984	19.8	19.4	18.5	12.1	20.6	20.0	22.6	16.8	17.6	19.4	52,109
1986	18.4	19.7	19.1	13.2	21.0	21.7	23.6	16.9	17.3	19.3	50,302
1987	17.2	18.7	18.7	13.6	20.1	20.1	22.9	16.7	17.1	18.6	47,978
Percent "D" Grades											
1981	5.3	4.4	4.6	3.5	5.3	6.4	6.9	3.9	5.7	5.1	18,455
1982	5.4	4.4	4.6	3.7	5.4	7.3	6.7	4.2	6.0	5.3	19,035
1983	6.6	5.6	5.8	4.4	6.0	8.6	7.8	4.6	6.8	6.2	19,248
1984	6.3	5.9	5.3	3.0	6.0	8.2	7.2	4.4	6.1	5.9	15,899
1986	6.0	5.2	5.8	3.2	6.2	8.7	6.6	4.4	6.0	5.7	14,871
1987	5.9	5.3	4.9	4.0	5.8	7.3	6.8	4.6	5.5	5.6	14,325
Percent Other Grades(1)											
1981	41.4	38.9	38.4	44.4	33.0	49.2	33.4	40.6	39.1	38.6	139,725
1982	40.4	38.8	40.2	47.4	32.3	44.4	33.3	36.8	38.5	37.6	135,549
1983	33.9	32.5	33.9	36.1	29.7	39.9	26.7	34.2	34.3	32.5	99,783
1984	34.3	33.3	35.9	39.5	30.2	39.3	27.9	36.1	35.7	33.4	89,783
1986	35.6	32.8	36.6	43.7	31.7	38.3	28.5	37.7	38.9	34.8	90,472
1987	37.7	34.5	36.4	41.8	32.4	42.8	28.7	37.6	38.7	35.6	91,688
Total Grades Awarded											
1981	59,350	48,888	34,441	7,675	63,134	20,942	43,414	57,170	27,227	100.0	362,241
1982	58,064	50,792	34,176	9,309	63,438	19,527	45,075	54,454	26,040	100.0	360,875
1983	49,979	43,725	26,623	6,734	55,982	15,879	38,796	47,666	21,938	100.0	307,322
1984	45,081	35,320	22,995	6,549	50,890	11,644	35,417	42,778	17,995	100.0	268,669
1986	41,059	33,608	22,789	10,384	48,834	9,867	31,345	42,754	19,647	100.0	260,287
1987	39,765	33,059	22,955	10,683	48,577	10,984	30,067	41,941	19,779	100.0	257,810

Source: Data Processing Division, GRADE DISTRIBUTION REPORT, D5120

Notes: 1985 data is not available.

(1) Includes incomplete, F, credit, no credit, withdraw (W), in progress (IP) and report delayed (RD). IP is used for courses which extend beyond the normal end of an academic term. RD is assigned when there is a delay in reporting the grade beyond the control of the student. Neither IP nor RD is used in calculating grade point averages. Included in credit are X grades and credit by exam.

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